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ABSTRACT

A curriculum was developed and a pilot project was conducted to train 20 day care center directors at Lake Washington Vocational Technical Institute. This document summarizes the curriculum development project and provides the curriculum that was developed. The report contains a summary and outline of the course, a skills assessment, pretests and posttests, information on planning a day care center for young children, sample forms, an equipment list, a sample job description, Washington state requirements for licensing, tips on generating publicity, and a brief list of advisory board activities. A section of curriculum resources contains information on the following topics for student day-care managers: separation anxiety, field trip suggestions, finger plays and songs, nutritious snacks, stories for young children, recognition of child abuse. A bibliography, a list of community resources, and ideas for financial management are also included. Many sample forms and specific instructions for use in opening and operating a day care center are included in the guide. (KC)

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DAY CARE MANAGEMENT

FINAL REPORT

Project No. 82-AL2(143)ER

Curriculum Development Project
Conducted Under Public Law 94-482

Janet Bourque
Lake Washington Voc-Tech Institute
149 Waverly Way
Kirkland, Washington 98033

February 1983

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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessary represent official Commission for Vocational Education position or policy.

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Summary of the Report

This report covers December 1981 - December 1982

Objectives and Subobjectives

I. Objective:

To develop a curriculum and conduct a pilot project to train day care persons in the skills required by WAC 388-73-450 for day care center directors at Lake Washington Vocational Technical Institute from the current zero trainees to 20 persons per one course of training by October 30, 1982.

Subobjectives:

1. To develop student learning objectives with input from tainees for day care center director training at Lake Washington Vocational Technical Institute from the current zero student learning objectives to a minimum of either per course by March 1982.
2. To design scope and sequence relating to the objectives at Lake Washington Vocational Technical Institute from the current zero scope and sequence available to one for class and one for internship by March 1982.
3. To determine learning activities appropriate to the objectives at Lake Washington Vocational Technical Institute from the zero presently available to a minimum of ten per 20 hours of class lecture and ten per 15 hours of supervised internship by April 1982.
4. To document instructor resources in the Lake Washington Vocational Technical Institute service area from the zero resource documents available to one available by September 1982.
5. To develop a bibliography of day care resource books at Lake Washigton Vocational Technical Institute from the current zero bibliographies available to one for teachers and one for students per course by August 1982.
6. To increase enrollment in training for day care directors at Lake Washington Vocational Technical Institute from the current zero hours of training offered to 20 to 30 hours of class lecture per training course by October 30, 1982.
7. To increse supervised on-site internships in day care director training at Lake Washington Vocational Technical Institute from the current zero hours of supervised internship to 15 to 20 hours per training session by October 30, 1982.
8. To increase curriculum for training day care center directors at Lake Washington Vocational Technical Institute from the current zero curriculum available to one to three published curriculum copies per each community college and voc tech in Washington State by November 30, 1982.

Procedures

I. Day Care Center Management Course

A. Course Objectives

The student will demonstrate an understanding of management and supervisory skills needed to direct a large day care center by:

- Attending all class meetings and actively participating in discussions.
- Participating in all field trips.
- Maintaining a notebook with all class notes and handouts, and reading these materials.
- Reading and discussing assigned chapters from the required text.
- Observing a director of a large day care center.
- Using managment and supervisory skills at the center for a 20-hour internship program.

After fulfilling these requirements, the student will receive a certificate of achievement from the Lake Washington Vocational Technical Institute. This certificate may be used when applying for a management position with a large day care center or when opening a new center.

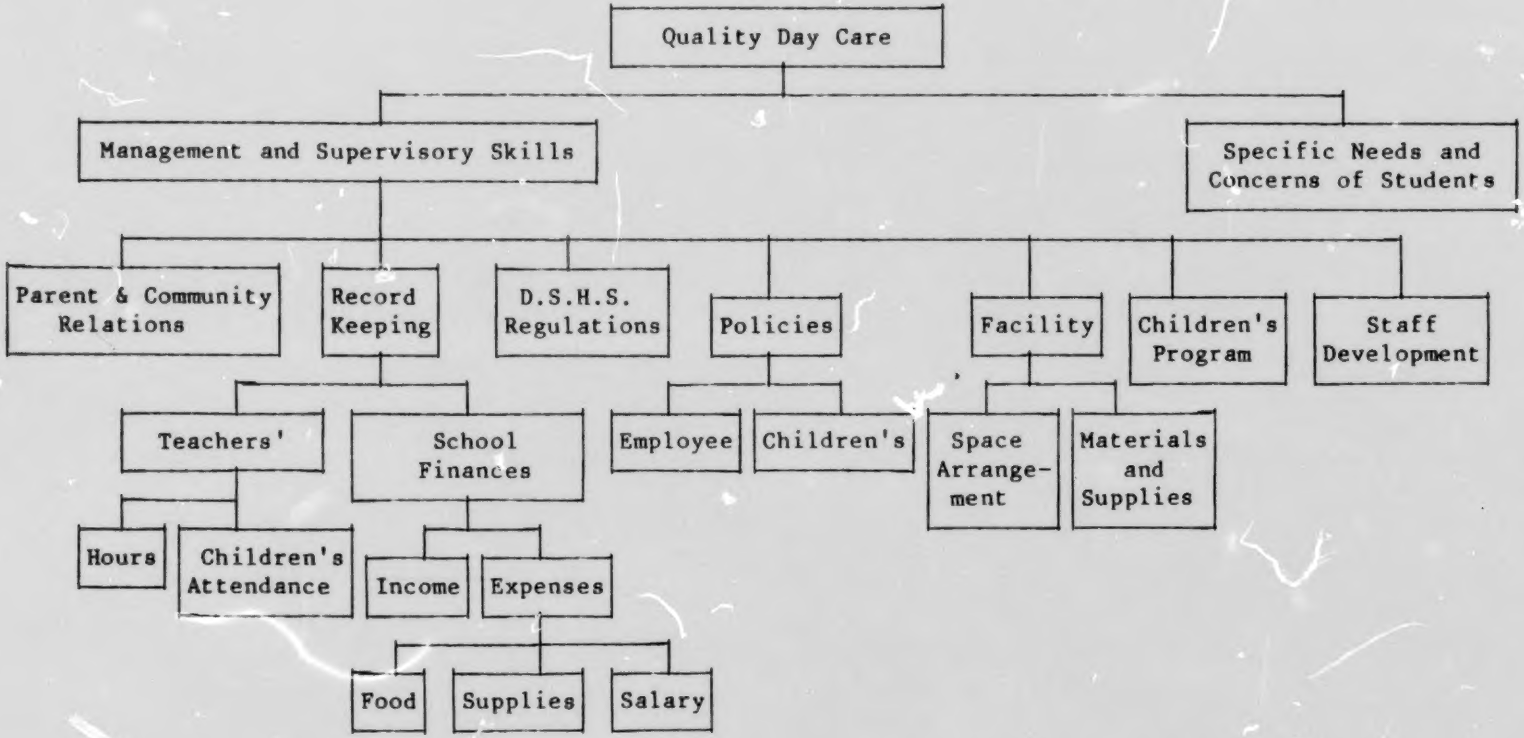
B. Structure

The structure of the Day Care Center Management course is presented in the accompanying figure. The primary goal of a manager must be quality day care. As shown in the figure, there were two main aspects of the course to achieve this goal: management and supervisory skills (involving many areas in which these skills are needed) and the specific needs and concerns of the students.

C. Course Outline

The outline used to develop the course is shown in the following table. Developed by the instructor, with the approval of the supervisor and the Advisory Board, the outline included topics selected to create a practical training course for future day care center directors.

DAY CARE CENTER MANAGEMENT COURSE STRUCTURE


Quality Day Care
Management and Supervisory Skills
Specific Needs and Concerns of Students
Parent & Community Relations
Record Keeping
D.S.H.S. Regulations
Policies
Facility
Children's Program
Staff Development
Teachers'
School Finances
Employee
Children's
Space Arrangement
Materials and Supplies
Hours
Children's Attendance
Income
Expenses
Food
Supplies
Salary

Course Summary

I. Day Care Management Course

- A. Requirements
    - 1. 30 Class Hours
    - 2. 20 Internship Hours
    - 3. Text - Nursery School and Day Care Center Management Guide by Clare Cherry, ©1978, Belmont, California; Fearon-Pitman Publishers, Inc.
    - 4. Pre and Post Assessments
    - 5. Evaluation
- B. Management and Supervisory Skills
    - 1. Department of Social and Health Services Regulations
    - 2. Communication Skills
        - a. Staff Management
            - 1. hiring, terminating
            - 2. training
            - 3. supervising
        - b. Parent Relations
        - c. Community Relations
    - 3. Record Keeping
        - a. Teacher's Hours, Salary
        - b. Children's Attendance, Tuition
        - c. School Finances
            - 1) income-tuition
            - 2) accounts receivable
            - 3) expenses
                - a) supplies, equipment
                - b) salaries
                - c) food
                - d) rent
                - e) utilities
                - f miscellaneous expenses
            - 4) budget
    - 4. Policies
        - a. Employee
        - b. Children
        - c. Job Descriptions

5. Children's Program
    a. Special Needs
    b. Abuse and Neglect
    c. Activities
        1) educational
        2) social-emotional
        3) physical
    d. Scheduling
    e. Food Program
6. Facility
    a. Space Arrangement
    b. Equipment, Materials, Supplies
    c. Maintenance
    d. Land Use and Building Permits
    e. Health and Safety
7. Advisory Board
8. Professional Image
    a. Resume
    b. Application
    c. Interview

C. Specific Needs and Concerns of Students

D. Importance of Mainting Quality Day Care

Course Outline: Day Care Management

Session I

Content outline:

I. Course requirements and assignments.
II. Communication skills.
III. Management and supervisory skills.

Behavioral Objectives

The student should:

1. Be able to identify and use positive communication techniques.
2. Be familiar with personnel management techniques.
3. Be able to understand a problem solving approach to the management of personnel.

Session II

Content outline:

I. Staff management: hiring, training, evaluating, supervising, terminating.
II. Job descriptions.

Behavioral Objectives

The student should be able to:

1. Understand the procedures and methodology of planning and implementing a teacher training program.
2. Coordinate planning and implementation of a children's program.
3. Use an evaluation tool for evaluating staff.
4. Discuss required qualifications for aides, teachers, program supervisors, directors and nutritional directors in a day care center.
5. Write a job description for each of the following:
    - Head teacher.
    - Assistant teachers.
    - Cook.
    - Volunteer.
    - Maintenance person.
    - Director.
    - Program supervisor.
6. Discuss requirements and process for the termination of an employee.

Session III

Content outline:

I. Community relations.
II. Advisory Boards.
III. Dealing with staff problems.

Behavioral Objectives

The student should be able to:

1. Design an ongoing program for establishing and maintaining community visibility and relationships.
2. Understand how to form an advisory board.
3. Discuss the possible functions of an advisory board.
4. Identify and discuss possible solutions to staffing problems.

Session IV

Content outline:

I. Field trip to a large day care center.

Behavioral Objectives

The student should be able to:

1. Discuss the effectiveness of various room arrangements.
2. Describe the equipment and its placement.
3. Observe supplies and how they are ordered and stored.
4. Identify problems in safety or maintenance of the facility.
5. Discuss land use and zoning permits.
6. Identify basic equipment and supplies needed to open a center.

Session V

Content outline:

I. Program development.
II. Developmental levels of children.
III. Food management.

Behavioral Objectives

The student will:

1. Be able to offer the major educational curriculum areas by maximum use of physical space in their own child care setting.

2. Be able to identify the educational purpose in games and materials utilized in the child care setting.
3. Be familiar with developmental characteristics applicable to the ages of children in their care, and be able to discuss how to interact with them in a positive manner.
4. Be able to develop and implement a cost effective, nutritionally appropriate food program for the children in their care.
5. Be familiar with nutrition and good eating habits for children, and be able to develop a nutrition education program as part of their curriculum.

Session VI

Content outline:

I. Day care center policies.
II. Enrollment requirements.
III. Fee schedules.

Behavioral Objectives

The student will:

1. Obtain and discuss a policy sheet from a large day care center.
2. Identify what information should be on an enrollment form and how it is used.
3. Discuss a variety of fee schedules, including how to handle fees in relationship to vacations, ill children, two or more siblings, toilet training, nutrition, and special programs.
4. Be familiar with effective fiscal management, including knowledge of local, state and federal assistance; and current contract and payment procedures for federal/state funded child care recipients.

Session VII

Content outline:

I. Department of Social and Health Services regulations and services.
II. Requirements and services of other agencies.

Behavioral Objectives

The student should be able to:

1. Implement and/or arrange for basic social/health screening for children in their care, and be aware of local social and health services available for parents.

2. Identify local health and safety standards which must be met in their child care setting.
3. Read and discuss the current day care center regulations published by the Department of Social and Health Services.

Session VIII

Content outline:

I. Parent relations.
II. Child abuse and neglect.
III. Children with special needs.

Behavioral Objectives

The student should:

1. Be aware of the value of parent participation and input into all facets of the child care program, and develop a parent participation plan suitable for the parents of the children in their care.
2. Be familiar with indicators for identifying abused children, and with the community resource referral system.
3. Be able to define and give examples of major and minor physical and emotional neglect and abuse, and discuss some effects of child abuse.
4. Be acquainted with the typical behavior of abused children and understand how their behavior can impact the child care setting.
5. Be able to identify and be familiar with the special needs of multilingual children and handicapped children.
6. Be familiar with the major disability classifications, causes and conditions of developmental disabilities.
7. Understand the social impact of handicapping conditions upon foster care and day care providers, natural parents, and the resultant impact upon the child's view of himself.
8. Understand how labeling handicapping conditions and the assumptions that accompany the application of various labels affect individuals.

Session IX

Content outline:

I. Record keeping.

Behavioral Objectives

The student will:

1. Discuss various approaches and methods for developing records for:
   - a. attendance
   - b. taxes
   - c. insurance
   - d. tuition charges and payments
   - e. supplies
   - f. equipment
   - g. food program
   - h. salaries and benefits
   - i. consultants

Session X

Content outline:

I. Financial organization.
II. Course evaluation.

Behavioral Objectives

The student will:

1. Be familiar with business management techniques necessary for operating the child care facility efficiently.
2. Take the post-assessment skills test.

D. Pre- and Post-Assessments

A questionnaire was administered to assess the existing ability of students in management skills. (See Day Care Center Management Skills Assessment.) In addition, responses were used to determine areas of greatest interest and concern to be included in the course outline. the same questionnaire was readministered at the completion of the course. Results were compared, showing significant increase in overall management and supervisory skills.

DAY CARE CENTER MANAGEMENT
LAKE WASHINGTON VOC TECH SPRING 1982
SKILLS ASSESSMENT

Rank the course objectives on a scale of 1 - 5.

COURSE OBJECTIVE	Training Needed 1	2	3	4	Little or No Training Needed 5
The student is able to:					
1. Manage overall day care operations					
2. Keep the following records:					
Attendance					
Accounts Receivable					
Staff Hours					
Tuition Charges					
Expense Report					
3. Prepare a budget					
4. Supervise staff in:					
Hiring					
Training					
General Supervision					
5. Promote good parent-center relations					
6. Establish an advisory board					
7. Promote good community relations					
8. Comply with D.S.H.S. regulations					
9. Write policies for:					
Center Operating Procedures					
Enrollment					
Staff Requirements					
Vacations					
Illness					
Tuition					
10. Select appropriate equipment, furniture and materials for a center.					
11. Plan a child's program.					
12. Plan and manage a food program.					
13. Identify children with special needs.					
14. Identify and accept responsibility for child abuse and neglect cases.					

Results and Accomplishments

Class Description: Implementation of Outline

A. The course was presented using lectures, discussions, small group activities, speakers and consultants, a textbook, additional readings, field trips and an internship. Descriptions and evaluations of activities are included in the following section.

1. Requirements.

a) 30 Class Hours - The class met Mondays and Wednesdays, April 26 through May 26, 1982, for three hours each night. Students were required to make up any unattended classes and would not receive credit for the course if more than two class sessions were missed. Classes were conducted using lectures, small group discussions, speakers and filmstrips.

b) 20 Internship Hours - Each student was required to secure a day care center to visit and observe. Students were to work with the director of the center for at least 20 hours to gain overall knowledge of the responsibilities of managing a large center. In addition, the students were to choose one particular area of responsibility from a director's job description and gain as much knowledge and expertise as possible from the director at the center in the chosen area. See Section II F of this report for a complete explanation.

c) Text - The textbook required was Nursery School and Day Care Center Management Guide by Clare Cherry. Chapters were assigned to supplement topics covered in class. For a complete evaluation of the text, see Section II B of this report.

d) Pre- and Post-Assessment - The pre- and post-assessment was distributed on the first and last class nights. The pre-assessment was used to develop the needs of the particular group and the post-assessment to evaluate if these needs were met. Results are discussed in Section I D.

e) Evaluation - Results of the evaluation distributed at the last class are covered in Section IV of this report. Questions regarding the achievement of course objectives were answered, and an overall course rating and comments and suggestions were submitted by the students. These results should be used to make any changes necessary for future classes.

2. Management and Supervisory Skills.

a) D.S.H.S. Regulations - A representative from the Department of Social and Health Services, Shirley Johnson, spoke to the class. Ms. Johnson reviewed rules and regulations for opening a large day care center and information necessary for pl a day care program for young children. The students wer assigned Section G (Health) and Section H (Safety) in th required text to be read prior to Ms. Johnson's visit, addition to the D.S.H.S. Regulations pamphlet. The cla given the opportunity to ask any questions regarding the regulations and the overall operation of a center, inclu where to begin when opening a new center.

b) Communication Skills - Much of the success of a center director is dependent on communication skills. Good communication skills are an important part of a director's job. Staff management and parent and community relations require compentency in communicating. Students were asked read in their texts Section D (Staff Management), Section F (Parent Relations), and Section J (Community Relations) prior to class discussions on the subjects.

The class worked in small groups, each group being responsible for writing a job description for the following day care positions: head teacher, assistant teacher, cook, volunteer helper and maintenance worker. Each group presented the list to the class for a critical review.

Aspects of hiring, training and supervising were presented through a combination of teacher lectures and discussion. The importance of communication skills was again stressed.

A list was composed by the students (and instructor) as to the areas to consider for a director in promoting good parent and community relations. The information discussed also included the responsibilities of, and methods of, establishing an Advisory Board.

c) Record Keeping - The instructor shared the methods of maintaining records used when she operated large day care centers. The need to keep certain records and the forms were explained. The purpose of a budget was reveiwed and some samples were presented. A professional bookkeeper was contacted to obtain information regarding accounts payable, reporting taxes, Social Security, Unemployment Insurance State Industrial Insurance. Section B (Finances) of the textbook was read prior to classes on record keeping.

d) Policies - Students were asked to read Section A (Administration) and Section E (Enrollment) in the text and to bring all copies of large day care center policies available to them. Some class time was spent in small groups reviewing existing policies and devising methods to improve them.

e) Children's Program - Section I Children's Program in the textbook was assigned to the class.

   1) Children with special needs were discussed during class time. Two students shared notes from their internships completed at centers with programs designed specifically for children with special needs. Little additional class time was spent in the area of children's program because the pre-assessment showed little need for more training.

   2) Chris Trujillo from the Child Protective Services made a class presentation. The presentation included discussion, filmstrip and handouts on the subject of child abuse and neglect. See Section II C for a sample of the handouts, and Section II D for more detail on Ms. Trujillo's information.

   3) Children's activities and scheduling were covered in a variety of ways. Developmental levels of children were discussed. Methods of preparing lesson plans and appropriate activities along with the need to be flexible was included at this time. Samples of lesson plans were available and ideas and activities were shared. During our three field trips (which are discussed in Section II E of this report), each center was toured and the program and schedule was reviewed. Students had the opportunity to observe a variety of programs due to differences in physical set-up, personalities and ideas.

   4) Food management was covered by Pat Gattke, a representative of the Rainbow Valley Food Program. More information is available on Ms. Gattke's report in Section II D.

f) Facility - The class field trips took students to large day care centers for the purpose of noting space arrangement, equipment, materials, supplies and signs of healthy and safe environments. Students made lists of basic equipment and supplies needed to open a large center. An additional topic, land use and building permits, was covered at this time. Section C (Space and Equipment) of the text was reviewed prior to the first field trip. Concerns and problems of building maintenance were shared, with students suggesting possible solutions and developing methods to implement them.

g) Advisory Board - The establishment and purpose of an advisory board was briefly covered in connection with parent and community relations. Student interest of this topic was low, and an advisory board is needed only in particular day care centers. Therefore, additional reading could be recommended for those requesting more information on the subject.

h) Professional Image - Resum s, applications and interviews were reviewed. The purpose of including this section was to help students be better prepared when applying for a management position. Knowledge of resum forms and interview procedures help the student gain confidence in applying for prospective employment.

3. Specific Needs and Concerns of Students.

The course objectives and lessons were revised after the pre-assessment was administered to the class. The purpose of the assessment was two-fold: to be able to recognize improvement in skills and also to provide training and concentration of materials in the areas of greatest need or interest.

The internship also was a flexible assignment to provide opportunities for students to select a location on the basis of convenience and availability of a center, a specific program offered at a center, or a specific area or type of center. Also, the student selected the main area of responsibility to be studied for the internship at the chosen center to allow specific concerns to be researched. Evaluations written by these students can be considered for future classes to aid in meeting new students' needs and concerns.

4. Importance of Maintaining Quality Care.

This was the general theme stressed as the overall goal of day care center directors - to provide quality care. The core of day care is the children. The children must be well cared for while at the center. The course began and ended stressing day care manager's potion as being the individual mainly responsible for seeing that quality day care is being offered at the center.

B. Text

Nursery School and Day Care Center Management Guide by Clare Cherry was the required text. It was written to assist a person starting a school of his/her own, to help administrators or teachers starting a new job in the day care field, or to help those being trained to become the director of a program.

The text is a loose-leaf notebook with an easy format to follow. Sections may be read in the order that information is needed. The eleven general categories covered in the book are:

- Administration
- Finances
- Space and Equipment
- Staff Management
- Enrollment
- Parents
- Health
- Safety
- Children's Program
- Community Relationships
- Food Management

The text is an excellent reference book for day care employees including those interested in day care administration. Each day care center is unique, with its own program, population, facility, etc., and the student should adapt the information given in the text to his/her own situation. The information is relevant to the students of this Day Care Center Management course. The publication is quite complete and up to date. There do not seem to be any other publications available that cover so many of the areas of responsibility of a day care center director in a format that is so practical.

C. Additional Readings: Handouts

Additional readings were used to supplement the course work. Handouts were obtained from a variety of sources including the Department of Social and Health Services, the Child Protective Service, Rainbow Valley Food Program, previous day care courses and education instructors.

D. Speakers and Consultants

The course included three speakers that made class presentations, and one consultant that aided the instructor. The initial speaker, Pat Gattke, covered food management in a day care center including nutrition, menu planning, budgeting, and the availability of the Rainbow Valley Food Program. Ms. Gattke is a trained dietician and works for the Rainbow Valley

Food Program of Seattle. This program provides reimbursement to qualifying day care centers for approved nutritious menus served to the children. (See Section II C for a sample of additional readings distributed to the students.) Students learned methods of applying for the Rainbow Valley Food Program and were given an opportunity to share specific concerns regarding nutrition and menu planning within their day care centers.

The second speaker was Chris Trujillo representing the Child Protective Services of Seattle. Filmstrips, discussions and handouts reviewed signs of abuse and neglect, the legal responsibility of all day care center employees and procedures for reporting suspected cases. See Section II C of this report for a sample of information distributed to the class. It is important to include the subject of child abuse in this course because the day care center may be the only constant contact the child has outside the home, and therefore the only opportunity to receive help. People employed in a day care center may not have received information on this subject anywhere else.

The last speaker was Shirley Johnson. Ms. Johnson came to the class as a representative of the Department of Social and Health Services. She was available for questions from the students regarding regulations for operating a large day care center as well as any specific questions they had. Procedures for opening a new center were reviewed as well as some recent changes in operating procedures.

Pat Bradsher was the consultant used for the class. Ms. Bradsher is a professional bookkeeper and has been the office manager for a chain of privately owned day care centers. She provided the instructor with tax forms and samples of records, plus information on reporting taxes, Social Security, Unemployment Insurance and Industrial Insurance. Ms. Bradsher suggested how to obtain help in any of the above areas, and offered herself as a reference for the duration of the class to any students that had specific problems or questions. Often a large day care center will employ a part- or full-time bookkeeper to be responsible for the record keeping. However, a director should be aware of all aspects of the operating procedures of a center.

E. Field Trips

The class took a number of field trips for the purpose of observing a variety of day care centers. The centers visited were Bridal Trails Toys and Tots Preschool and Day Care, Children's World, and Time For Joy day care centers. All three locations offer full- and part-time care for infants through school age children. At each center, the students were given the opportunity to tour the facility, ask a staff member questions regarding the building and equipment, and review the center's programs and policies.

Bridal Trails, located in Bellevue, Washington, is a privately owned preschool-day care center which was originally a family day care home. The owners have expanded with additional buildings and equipment. They are now licensed for children. The facility is unique in that there are separate buildings to provide care, and the children are assigned areas according to age or activity. The program allows movement between buildings to obtain maximum benefit of the facility. The owners keep horses on the property and during nice weather children are provided the unusual opportunity to pony or horseback ride.

Children's World is a large, new facility built specifically as a day care center, rather than a converted or remodeled building. It is located in Kirkland, Washington and opened spring 1980. (Children's World is a franchise, and there is another facility in North Seattle.) The building is a beautiful, modern example of a center built with many "extras" that are often considered luxuries when opening a new business. Because other Learning World Day Care Centers exist, there was knowledge, funds and experience already available.

The last center we visited was Time For Joy day care in Bellevue, Washington. This center is located in a church and also was a new center still in its first year. It was the smallest center we visited and enabled the students an opportunity to see both advantages and disadvantages of operating a small center. There can be an intimacy between all of the employees and the children in a small center that may be lost in a large school. With a small facility there can also be greater flexibility within the program that may not be possible due to scheduling difficulties in a large center. However, in a small center with fewer staffmembers, the responsibilities of each person on staff will be greater than in a large center. In the case of Time For Joy center, directors are also full-time teachers. This requires extra time after hours for managerial tasks. There is an additional strain on other teachers when a director is busy with a management responsibility and other teachers must take care of all teaching activities.

The students found the field trips to the centers to be helpful and informative. This was an opportunity to compare centers and ask specific questions of staff members. Students were able to evaluate centers and consider areas needing improvement. Field trips made a significant contribution to the course.

F. Internships

The course requirement of 20 hours of internship was beneficial but difficult or impossible for some students to complete. I feel it was an extremely important part of the course. There were students able to fulfill all other course requirements but who did not receive credit or a certificate for the completion of the course because they could not complete a 20-hour internship. Many students were currently working in day care and were interested in exploring the job of director of a large center. Some of the students that worked as a teacher or teacher's aid in a large center were able to work additional hours with their director at their place of employment learning management skills and therefore satisfying the requirements. Some students, however, worked in their own or someone else's family day care or mini-center, and therefore were busy working the same hours of operation as the large centers and unable to leave their centers to work on their internship.

Students completing their internship found this experience rewarding. it was an opportunity to see what was required of a director and how varied and demanding the position can be.

Each student chose an area of concentration that she wished to research in detail. In addition to observing and experiencing the overall management position and responsibilities of a director, she was able to explore her particular area of concern. As shown in the outline and structure of this course (Sections I B and I C), there were many areas of responsibility of a director's job covered. However, the student had the option of choosing one area for an in-depth study. Some examples of the areas of concentration are: budgeting, policies, programs for children with special needs, etc. Appointments were made with each student to observe her in the chosen day care center and talk to her supervising manager.

There was some difficulty locating centers for internships. I would recommend that possible internship sites be established by the instructor before the course begins, with students given the responsibility of contacting the personnel at the site of their choice and making arrangements for their own internship. (Flexibility could be provided for students interested in a site not included on the list of possibilities. Permission from the instructor could be obtained to make the necessary arrangements for the internship.)

III. Students' Evaluation of Course

At the last class, students were asked to complete a course evaluation. Results indicate students achieved desired objectives of the Day Care Center Management Course. Specifically, 12 out of 16 students responded with the highest possible overall rating for meeting the general goals. Most felt they obtained greater "confidence and skills" to become day care center directors.

Additional comments and suggestions indicated that certain students felt the internship requirement was difficult to meet. It was impractical to schedule an internship while maintaining a full-time day care position. Other working students found a commitment of 30 class hours and 20 hours of internship to be too great.

Three students felt more time and discussion was needed on most topics. Possibly a longer course or elimination of some topics would allow the opportunity for more detail in specific areas.

In summary, the students' general evaluation was positive, stressing the course was both "helpful and enjoyable."

IV. Conclusions, Implications and Recommendations

The Day Care Center Management course provided by the Lake Washington Voc Tech Institute is a helpful and valuable course to be offered for people interested in managing a large day care center.

A director's job involves many varied responsibilities that are not included in any other job. Until now, there has been no course available specifically for the purpose of training people to direct a large day care center. Most day care trianing classes are designed to help the worker with the child's program, and the operation of a small day care. Although some responsibilities overlap, there are many tasks unique to a large center that the director must perform.

The students were asked to evaluate the course in the areas of goals met and overall usefulness of the course. The majority of evaluators viewed the course as helpful and enjoyable. The class aided many students in making a decision of whether or not to apply for a day care center director's position. The students found the class gave them a good idea of what it was like to direct a large day care center, and whether this was something they wanted to pursue.

Having directed large day care centers in the past, I feel a course like this is a necessity. It is extremely difficult to undertake the responsibility of a center without much training or experience. A teaching degree or experience operating a family day care is not sufficient. In this course, students gain skills, knowledge and valuable training which will help them to be prepared to successfully manage and supervise large day care centers.

COURSE TITLE Day Care Center Management DATES April - June 1982

INSTRUCTOR(S) Katnee Richter LOCATION L.W. Voc Tech

1. GENERAL OBJECTIVE: To enrich the knowledge and skills of day care center directors in the following areas:

To what extent did you achieve each of the desired objectives? (Circle number)

	Not at all							Full
a. Management and supervisory skills	1	2	3	4	5	6	7	8
b. Record keeping	1	2	3	4	5	6	7	8
c. Finances	1	2	3	4	5	6	7	8
d. Staff relations	1	2	3	4	5	6	7	8
e. Parent relations	1	2	3	4	5	6	7	8
f. Community relations	1	2	3	4	5	6	7	8
g. D.S.H.S. regulations	1	2	3	4	5	6	7	8
h. Policies	1	2	3	4	5	6	7	8
i. Facility arrangement	1	2	3	4	5	6	7	8
j. Food management	1	2	3	4	5	6	7	8
k. special needs children	1	2	3	4	5	6	7	8
2. To what extent will you be able to use these skills on the job?	1	2	3	4	5	6	7	8
3. What is your overall rating of this course?	1	2	3	4	5	6	7	8

4. If this course is repeated, are there any additional topics you would like included?

5. Do you have any additional suggestions or comments regarding this course?

DAY CARE CENTER MANAGEMENT
LAKE WASHINGTON VOC TECH SPRING 1982
SKILLS ASSESSMENT

Pre-Test Results

Rank the course objectives on a scale of 1 - 5.

COURSE OBJECTIVES	Training Needed 1	2	3	4	Little or No Training Needed 5
The student is able to:					
1. Manage overall day care operations	5	5	4	1	3
2. Keep the following records:					
Attendance	3	3	2	2	5
Accounts Receivable	7	3	6	2	1
Staff Hours	4	2	3	4	2
Tuition Charges	6	3	4	2	2
Expense Report	10	3	2	2	0
3. Prepare a budget	10	3	2	0	1
4. Supervise staff in:					
Hiring	7	1	5	3	1
Training	8	2	4	3	2
General Supervision	7	3	3	5	1
5. Promote good parent-center relations	4	3	6	1	4
6. Establish an advisory board	9	3	4	1	1
7. Promote good community relations	5	4	7	3	0
8. Comply with D.S.H.S. regulations	5	3	4	4	3
9. Write policies for:					
Center Operating Procedures	7	3	5	2	2
Enrollment	6	2	4	4	2
Staff Requirements	7	2	3	3	2
Vacations	7	3	3	3	2
Illness	6	3	4	3	2
Tuition	6	3	4	3	2
10. Select appropriate equipment, furniture and materials for a center.	3	2	4	4	6
11. Plan a child's program.	2	2	1	5	7
12. Plan and manage a food program.	4	2	3	4	6
13. Identify children with special needs.	2	3	8	2	4
14. Identify and accept responsibility for child abuse and neglect cases.	4	2	3	4	5

DAY CARE CENTER MANAGEMENT
LAKE WASHINGTON VOC TECH SPRING 1982
SKILLS ASSESSMENT

Post-Test Results

Rank the course objectives on a scale of 1 - 5.

COURSE OBJECTIVES	Training Needed 1	2	3	4	Little or No Training Needed 5
The student is able to:					
1. Manage overall day care operations		1	1	5	10
2. Keep the following records:					
Attendance				2	15
Accounts Receivable			1	4	12
Staff Hours			2	4	11
Tuition Charges			1	5	11
Expense Report			1	6	10
3. Prepare a budget			3	8	2
4. Supervise staff in:					
Hiring				7	10
Training				8	9
General Supervision				8	9
5. Promote good parent-center relations			1	2	14
6. Establish an advisory board			6	6	3
7. Promote good community relations			1	2	13
8. Comply with D.S.H.S. regulations				3	14
9. Write policies for:					
Center Operating Procedures			2	8	7
Enrollment			1	8	8
Staff Requirements			1	4	11
Vacations			1	7	9
Illness			2	6	9
Tuition			2	6	9
10. Select appropriate equipment, furniture and materials for a center.				1	15
11. Plan a child's program.			1	3	13
12. Plan and manage a food program.			2	7	8
13. Identify children with special needs.				7	9
14. Identify and accept responsibility for child abuse and neglect cases.				1	16

Course Evaluation Results

COURSE TITLE Day Care Center Management

DATES April - June 1982

INSTRUCTOR(S) Kathee Richter

LOCATION L.W. Voc Tech

1. GENERAL OBJECTIVE: To enrich the knowledge and skills of day care cente directors in the following areas:

To what extent did you achieve each of the desired objectives? (Circle number)

	Not at all							Full
a. Management and supervisory skills	1	2	3	4	5	6	7	8
b. Record keeping	1	2	3	4	5	6	7	8
c. Finances	1	2	3	4	5	6	7	8
d. Staff relations	1	2	3	4	5	6	7	8
e. Parent relations	1	2	3	4	5	6	7	8
f. Community relations	1	2	3	4	5	6	7	8
g. D.S.H.S. regulations	1	2	3	4	5	6	7	8
h. Policies	1	2	3	4	5	6	7	8
i. Facility arrangement	1	2	3	4	5	6	7	8
j. Food management	1	2	3	4	5	6	7	8
k. special needs children	1	2	3	4	5	6	7	8
2. To what extent will you be able to use these skills on the job?	1	2	3	4	5	6	7	8
3. What is your overall rating of this course?	1	2	3	4	5	6	7	8

4. If this course is repeated, are there any additional topics you would like included?

5. Do you have any additional suggestions or comments regarding this course?

PLANNING A DAY CARE CENTER FOR YOUNG CHILDREN

PLANNING A DAY CARE CENTER FOR YOUNG CHILDREN

The development of a successful, effective day care program can be expedited through adequate systematic preparation. This tool is designed to help move toward the goal in a systematic way.

1. Establish a survey and development committee to:

    - Investigate the need for a day care facility.
    - Identify the population to be served.
    - Identify the hours and times of service.
    - Identify the ages of children needing care.
    - Establish the enrollment goal.
    - Survey and select a location and facility which:
        - meets local zoning codes
        - meets health requirements
        - meets fire department requirements
        - meets state licensing requirements
    - Determine the organization of the operation:
        - non-profit or profit
        - advisory committee
        - proprietory
        - director
        - association with existing agencies

2. Resource persons and consultants

    - Lawyer (for incorporation procedures, leasing or purchasing property).
    - Accountant (develop a budget, set up books for keeping financial records).
    - Insurance Agent (liability, health, accident, fire, theft).
    - Contractor (to build or remodel facility to meet state and local codes and regulations).

3. Financial Concerns: Centers need to operate in excess of 60% enrollment capacity in order for income to exceed expenses.

    Start-up costs and on-going expenses include:

    - Equipment and materials for children's programs.
    - Staff training.
    - Insurance and taxes.
    - Consultant fees.
    - Publicity.
    - Salaries and benefits.
    - Rent or mortgage payments.
    - Utilities.
    - Supplies.

New centers should have sufficient working capital to cover the first six months of operation before expecting tuition to cover expenses.

4. Program for children

- Identify the goals and objectives of the program for children.
- Establish enrollment policies.
- Develop a plan for parent involvement.
- Establish a method for program evaluation and development.
- Plan for nutritional program.

5. Staff

- Develop job requirements and descriptions.
- Establish a criteria for staff evaluation.
- Plan for staff development.
- Hire staff which meets state requirements for education and experience.

CHILD DEVELOPMENT CENTER

SAMPLE ENROLLMENT FORM #1

The purpose in securing this information about your child is to help the center's staff better understand your child and to help you know what to expect from the day care program. Your child's care during the day is a responsibility to share.

Family Name______________________________ Mother_______________

Address__________________________________ Telephone No.__________

Family Name______________________________ Father_______________

Address__________________________________ Telephone No.__________

Children for Placement

	Name	Nickname	Birthdate	Place of Birth
1.				
2.				
3.				

Mother's Employer______________________ Address_______________

Tel. No.__________________ Work Hrs.______ to ______ Days__________

Father's Employer______________________ Address_______________

Tel. No.__________________ Work Hrs.______ to ______ Days__________

Emergency Contact_____________________________ Tel. No.__________

Relationship to Child_______________________________________

Who may call for child?____________________ Means of Trans.________

Other members of household (including children not under care)

1.____________________ 2.____________________ 3.____________________

Has child had previous day care placement?________ Where?____________

Reason for requesting placement_______________________________

Age of child when mother returned to work_______________________

Doctor______________ Address____________________ Tel. No.__________

CHILD DEVELOPMENT CENTER

INDIVIDUAL HEALTH RECORD

CHILD'S NAME ____________________ BIRTHDATE ____________

PARENTS' NAME ____________________ PHONE ____________

PHYSICIAN OR CLINIC: Name ____________________

Address ____________________

Phone ____________________

DATE ENROLLED ____________________ DATE TERMINATED ____________

1. Pre-enrollment physical examination verification ____________

   Date received ____________

2. Pre-enrollment physical immunizations verification ____________

   Date received ____________

3. Annual physical examinations (attach to record)

Date Due	Date Completed

4. Immunization record

Kind	Date Due	Date Received	Comments
DPT & Polio			
1st Booster			
2nd Booster			
MMR			
TB Test			

5. Special health and medical conditions

   Allergies (identify and describe)

   ____

   ____

   Impairments (identify and describe)

   ____

   ____

INDIVIDUAL HEALTH RECORD (cont.)

Other chronic conditions (identify and describe)

____

____

6. Acute illness

Dignosis	Date Diagnosed	Date Released By Physician For Return to Care	Comments

7. Health conferences with parents

Date______________________ Purpose__________________________

Result____

____

Date______________________ Purpose__________________________

Result____

____

8. Plans for alternative care when child is ill__________________

____

9. I have a notarized parents' permission for care on file

Hospital__________________________ Phone________________ or

Dr.__________________________ Phone________________

CHILD DEVELOPMENT CENTER

DEVELOPMENT HISTORY

CHILD'S NAME ______________________ BIRTH DATE __________
LAST FIRST

PERSONAL HISTORY

Type of Birth ________ Normal ________ Premature ________ Problems? ________

Age he began sitting ________ Crawling ________ Walking ________

Is he a good climber? ________ Does he fall easily? ________

Age he began talking ________ Does he speak in words? ________

or sentences? ________ Does he have any difficulties in speaking? ________

Other language? ________ Special words to describe his needs? ________

HEALTH

What arrangements can you make for child's care during illness? ________

What communicable diseses has child had? Measles (Big Red) ________

Measles (3 day) ________ Mumps ________ Chicken Pox ________ Whopping Cough ________

Other ______________________

Any serious illness or hospitalization? ________ Hospital preferred ________

________ Any physical disabilities? ________

Any known allergies (asthma, hay fever, insect bites, medicines, etc.) ________

____

How many colds has your child had in the past year? ________ How does your child react to an elevated temperature? ________ Special instructions if child becomes ill ________ Are any medications given regularly? ________ Has doctor ever prescribed aspirin? ________

EATING

Is child usually hungry at mealtime? ________ Between meals? ________

What are his favorite foods? ______________________

What foods are refused? ______________________

What eating problems does the child have? ______________________

Any food allergies? ________ Does child eat with spoon? ________

Fork? ________ Hands? ________

DEVELOPMENTAL HISTORY (cont.)

CHILD'S NAME ______________________________ BIRTH DATE ________________
LAST FIRST

TOILET HABITS

Can the child be relied upon to indicate his bathroom wishes? ________

What word is used for urination? ________ for bowels? ____________

Does the child need to go more frequently than usual for his age? ______

Is he frightened of the bathroom? ________ Does he have accidents? ______

How does he react to them? __________ Does the child need help with toileting? __________ Was the child easy or difficult to train? ______

Does the child wet his bed at night? ________ How often? __________

SLEEPING

What time does child go to bed? __________ Awaken? ____________

Is he ready for sleep? ______ Does he have own room? ______ Bed? ________

Does he walk, talk, or cry out at night? ____________________

What does he take to bed with him? ____________________

What is his mood on awakening? ____________________

Does he take naps? ________ From ______________ to ____________

SOCIAL RELATIONSHIPS

Has he had experiences in playing with other children? ____________

By nature is he friendly? ________ aggressive? ______ shy? __________

or withdrawn? ________ How does he get along with his brothers and sisters? ____________________ other adults? ____________

With what age child does he prefer to play? ________________

Does he know any children in the center? ________________

Do you feel he will adjust easily to the day care situation? ________

Does he enjoy being alone? ______ How does he relate to strangers? ______

______________ Does he demand a lot of adult attention? ________

____________ What makes him mad or upset? ________________

______________ How does he show his feelings? ______________

____

What do you find is the best way of handling him? ______________

____

Who does most of the disciplining? ____________________

DEVELOPMENTAL HISTORY (cont.)

CHILD'S NAME ______________________________ BIRTH DATE ______________
LAST FIRST

Is he frightened by any of the following: Animals? ______________

Tall people? ________ Rough children? __________ Loud noises? ________

Dark? ________ Storms? __________ Anything else? ______________

Favorite toys and activities at home ______________________

Does he like to be read to? ________ Listen to music? ______________

Does he prefer to play outdoors? ________ Can he ride a tricycle? ________

Has he had experiences with: Clay? ______ Scissors? ______ Easel Painting? ________ Finger Painting? ________ Blocks? ________ Water Play? ________

COMMENTS

In what particular ways can we help your child this coming year? ________

ADDITIONAL INFORMATION FOR BABIES AND TODDLERS

Is baby's skin highly sensitive? ______________________

Is child allergic to any of the following? Baby oil ____ Baby powder ____

Desitin Ointment ________ Soap ________ (specify) ______________

Are plastic pants used with disposable diapers? ______________

Are bowel movements regular? __________ How many a day? __________

Is diarrhea or constipation a problem? ______________________

Do any certain foods cause diarrhea or constipation? ______________

What is the child's feeding schedule? ______________________

Any special feeding problems? ______________________

Does child feed himself? Always ________ Sometimes ________ Never ________

Does child drink from a cup? Always ________ Sometimes ______ Never ________

Does child use a bottle/pacifier? ________ When? ______________

What is nap schedule? ______________________

Does child sleep in a bed? __________ Crib? ______________

DEVELOPMENTAL HISTORY (cont.)

CHILD'S NAME ______________________________ BIRTH DATE ______________
LAST FIRST

Does child has a fussy time? ____________ When? ______________________

How handled? ____

Has toiler training been attempted? __________________________________

Does child use potty chair? ____________ Special toilet seat ___________

ANY ADDITIONAL INFORMATIONATION

SAMPLE PARENT'S AGREEMENT

I consent to the enrollment of my child/children ____________________________ with the above named center and agree that the center shall not be held liable in case of sickness or injury of this child/children while in the attendance or in transit to and from the center.

I agree to pay the monthly fee in advance and I will carry out the rules and regulations of the center. No portion of this fee will be refunded for scheduled days that my child does not attend.

I hereby grant permission for my child to use all of the play equipment and participate in all of the activities of the center.

I hereby grant permission for my child to leave the center premises under the supervision of a staff member for neighborhood walks or for field trips in an authorized vehicle.

I hereby grant permission for my child to be included in evaluations and pictures connected with the center's programs.

I hereby grant permission for the Director or Acting Director to take whatever steps may be necessary to obtain emergency medical care if warranted. These steps may include, but are not limited to, the following:

1. Attempt to contact a parent or guardian.
2. Attempt to contact the child's physician.
3. Attempt to contact you through any of the persons listed on the emergency information form you completed for us.
4. If we cannot contact you or your child's physician we will do any or all of the following: (a) call another physician, (b) call an ambulance, (c) have the child taken to an emergency hospital in the company of a staff member.
5. Any expenses incurred under 4, above, will be borne by the child's family.
6. The center will not be responsible for anything that may happen as a result of false information given at the time of enrollment.
7. The center will not assume responsibility for a child who has not been signed in when he arrives for the day.

Signed ____________(Mother or legal guardian)____________ Date ______________

Signed ____________(Father or legal guardian)____________ Date ______________

Witness ________________________________ Date ______________

Witness ________________________________ Date ______________

SAMPLE SIGN-IN CARD

Month of__________________
Begin Date____________, 19___
End Date_____________, 19___

Mr.
Mrs. __________________________________

Child Name	Day	Monday		Tuesday		Wednesday		Thursday		Friday		Total Hours
	Date	In	Out	In	Out	In	Out	In	Out	In	Out	

Total Hours ____

Miscellaneous________________

SAMPLE HOURLY FEE CHART

Time Chart: Look at the time a child arrived and the time he/she leaves to calculate hours.

7-8	1	8-9	1	9-10	1	10-11	1
7-9	2	8-10	2	9-11	2	10-12	2
7-10	3	8-11	3	9-12	3	10-1	3
7-11	4	8-12	4	9-1	4	10-2	4
7-12	5	8-1	5	9-2	5	10-3	5
7-1	6	8-2	6	9-3	6	10-4	6
7-2	7	8-3	7	9-4	7	10-5	7
7-3	8	8-4	8	9-5	8		
7-4	9	8-5	9				
7-5	10						

The rest is repetitious: i.e. 11:00 to 12:00 1 hour
11:00 to 1:00 2 hours

Calculations are on a 15 minute basis, i.e., if a child comes at 9:15 and leves at 12:30, look at 9:00 to 12:00 and get 3 (9:15 to 12:15 = 3 hours) plus 15 minutes or 3-1/4 hours, or if a child comes at 9:45 and leaves at 3:15, look at 10-3 = 5 hours and add 15 minutes (9:45) and 15 minutes (3:15) = 5-1/2 hours.

Cost Chart: Rates are $1.25 per hour for toilet trained
1.50 per hour for non-toilet trained
Calculate on a 15 minute basis.

$1.25

15 = .31
30 = .63
45 = .94
1 hr. = 1.25
2 hr. = 2.50
3 hr. = 3.75
4 hr. = 5.00
5 hr. = 6.25
6 hr. = 7.50
7 hr. = 8.75
8 hr. = 10.00
9 hr. = 11.25
10 hr. = 12.50

$1.50

15 = .38
30 = .75
45 = 1.13
1 hr. = 1.50
2 hr. = 3.00
3 hr. = 4.50
4 hr. = 6.00
5 hr. = 7.50
6 hr. = 9.00
7 hr. = 10.50
8 hr. = 12.50
9 hr. = 14.00
10 hr. = 15.50

SAMPLE INFORMATION SHEET

GENERAL INFORMATION

SIX HOURS OR MORE IS CONSIDERED A FULL DAY.

TWENTY DAYS OR MORE IS CONSIDERED A FULL MONTH.

WHEN BRINGING YOUR CHILD TO US, BE SURE TO SIGN YOUR CHILD IN AND SEE THAT A TEACHER KNOWS OF YOUR CHILD'S ARRIVAL.

WHEN PICKING UP YOUR CHILD, BE SURE TO SIGN YOUR CHILD OUT. CHECK YOUR CHILD'S SHELF AND TAKE HOME ANY COATS OR SWEATERS.

MEDICATION

FOR US TO GIVE MEDICATION TO YOUR CHILD, IT IS NECESSARY TO HAVE A SIGNED FORM FROM YOUR DOCTOR. FORMS MAY BE PICKED UP IN THE OFFICE.

ILLNESS

WE CANNOT CARE FOR ANY CHILD THAT IS RUNNING A FEVER OR IS ILL. IF YOUR CHILD IS ILL, IT WILL BE NECESSARY FOR YOU TO MAKE OTHER ARRANGEMENTS FOR THE CHILD'S CARE. IF THE CHILD BECOMES ILL WHILE AT SCHOOL, HE WILL BE SEPARATED FROM THE OTHER CHILDREN AND THE PARENTS WILL BE CALLED TO PICK THE CHILD UP.

ABSENCES

IF YOUR CHILD IS GOING TO BE ABSENT, PLEASE NOTIFY THE SCHOOL BY 8 A.M. ALL STUDENTS WILL BE CHARGED FOR THE HOURS OR DAYS THEY ARE ENROLLED, EXCEPT FOR THE FOLLOWING CIRCUMSTANCES:

> ILLNESS: IN CASE OF ILLNESS, YOU WILL NOT BE CHARGED FOR THE FIRST THREE CONSECUTIVE DAYS, IF THE SCHOOL IS NOTIFIED BY 8 A.M. EACH DAY. IF THE SCHOOL IS NOT NOTIFIED OR THE ILLNESS IS LONGER THAN THREE DAYS, YOU WILL BE CHARGED OR YOUR SPACE FILLED.
>
> VACATION: NO CHARGES FOR ABSENCES DUE TO FAMILY VACATION. YOUR CHILD'S PLACE WILL BE HELD FOR UP TO FOUR WEEKS, WHEN THE VACATION IS TAKEN CONSECUTIVELY. IF THE ABSENCE EXCEEDS FOUR WEEKS OR IS NOT TAKEN CONSECUTIVELY (DURING A CALENDAR YEAR), YOUR CHILD'S PLACE CANNOT BE HELD UNLESS PAID FOR.

ADMISSION POLICY

(__________CENTER NAME__________) HAS AN OPEN ADMISSION POLICY. NO DISCRIMINATION IS MADE CONCERNING A CHILD'S RACE, COLOR, CREED OR NATIONAL ORIGIN.

SAMPLE FEE SCHEDULE

	ONE CHILD	TWO CHILDREN
MONTHLY (PREPAID BY 3RD WORKING DAY OF MONTH)	$170.00	$300.00
DAILY	$ 9.00	$ 16.00
HOURLY	$ 1.50	$ 2.75
LUNCH	$ 1.00	$ 2.00

OVERTIME CHARGE: THERE WILL BE A CHARGE OF $1.00 FOR EVERY FIVE MINUTES PARENTS ARE LATE PAST THE 6 PM CLOSING TIME.

REGISTRATION FEE: $15.00

IF YOU WISH TO TAKE ADVANTAGE OF THE MONTHLY PAYMENT OF $170.00, THIS WILL BE ON A PREPAY BASIS BY THE 3RD WORKING DAY OF THE MONTH. THOSE NOT WISHING TO PREPAY BY THE 3RD WILL BE CHGARGED THE DAILY RATE OF $9.00 PART-TIME STUDENTS WILL BE CHARGED BY THE HOUR. PAYMENT WILL BE DUE AT THE END OF EACH WEEK. ANY MONTHLY PREPAYMENT RECEIVED AFTER THE 3RD WORKING DAY WILL BE APPLIED TOWARDS THE DAILY FEES.

SAMPLE FEE AGREEMENT

NAME OF CHILD ______________________________ DATE __________________

BIRTH DATE ________________________ AGE ________ SEX ______________

PARENTS' NAME ____

ADDRESS ____

____

MY CHILD'S ENROLLMENT WILL BE THE FOLLOWING:

____

LIST DAYS INCLUDING ARRIVAL AND DEPARTURE TIME

MY METHOD OF PAYMENT WILL BE THE FOLLOWING:

☐ MONTHLY--PREPAY--$170.00
☐ WEEKLY--$45.00--PAYABLE EVERY FRIDAY
☐ DAILY----$9.00
☐ HOURLY---$1.50

____
PARENTS' SIGNATURE

SAMPLE DAY CARE AND PRECHOOL SCHEDULE

7:00 a.m.----9:00 a.m.----------FREE PLAY, GAMES, CHILDREN'S T.V. PROGRAMS
9:00 a.m.---10:00 a.m.----------PRESCHOOL
10:00 a.m.---10:20 a.m.----------RESTROOM, MORNING SNACK, PLAY
10:20 a.m.---11:30 a.m.----------PRESCHOOL
11:30 a.m.---11:40 a.m.----------RESTROOM AND WASHING HANDS FOR LUNCH
11:40 a.m.---12:00 p.m.----------LUNCH (HOST, HOSTESS, TABLE CONVERSATION), PLAY
12:00 p.m.---12:45 p.m.----------PREPARATIONS FOR NAPS
12:45 p.m.----2:30 p.m.----------NAP TIME (OLDER CHILDREN AND EARLY RISERS- QUIET PLAY, STORY TIME, WORKBOOKS)
2:30 p.m.----3:00 p.m.----------NAP OVER, RESTROOM, PLAY
3:00 p.m.----3:30 p.m.----------STORY TIME, CHILDREN SELF EXPRESSION, GAMES
3:30 p.m.----4:00 p.m.----------AFTERNOON SNACK (CHILDREN SOMETIMES HELP PREPARE SNACKS)
4:00 p.m.----6:00 p.m.----------OUTDOOR PLAY, CHILDREN'S T.V., MOVIES, DANCING, ART PROJECTS, MUSIC, SINGING, GROUP GAMES AND CLEANING UP IN PREPARATION FOR PARENTS

PRESCHOOL SCHEDULE

9:00 a.m.---10:00 a.m.----------PRESCHOOL
10:00 a.m.---10:20 a.m.----------RESTROOM, MORNING SNACK, PLAY
10:20 a.m.---11:25 a.m.----------PRESCHOOL
11:25 a.m.---11:30 a.m.----------PREPARATION FOR PARENTS

Sample

EVALUATION OF STAFF

NAME OF TEACHER ____________________

EVALUATOR ____________________

POSITION OF EVALUATOR ____________________

CENTER ____________________

NAME OF CLASS ____________________

AGE OF CHILDREN ____________________

PERCENT OF TIME SPENT IN PRACTICE
  Housekeeping ______%
  Teaching Materials ______%
  Preparing Materials ______%

1. PERSONAL RESPONSIBILITY

Promptness					
Grooming					
Reliability					

2. TEAM SKILLS

Cooperates with staff					
Contributes ideas					
Takes criticism and suggestions					
Takes iniative					
Children's response					

3. INTERACTION WITH CHILDREN

Communicates appropriately					
Listens attentively					
Directs					
Redirects					
Responds to problem areas					
Develops social skills					
Follows class discipline policy					
Aware of safety					

1. MANAGEMENT AND LEADERSHIP

Individuals					
Small groups					
Large groups					

2. TEACHING/LEADERSHIP

Plans in advance					
Quality of lesson plan					
Knowledge of subject					
Quality of prepared materials					
Ability to deliver a lesson					
Follow thru on lesson					
Teaches to the objective					
Evaluates					

Comments:

EVALUATION OF PROGRAM PLAN

Name__________________________ Center__________________ Week of ______________to__________

Number of children enrolled:________ Ages of Children:__________________

	Monday		Tuesday		Wednesday		Thursday		Friday	
ACTIVITIES	Time Spent	Teacher	Time Spent	Teacher	Time Spent	Teacher	Time Spent	Teacher	Time Spent	Teacher
Art										
Science										
Dramatic Play										
Literature-Language										
Music-Rhythm										
Group										
Outside										
Transition										
Snack or Lunch										
Trips of Special Events										
Other										

SAMPLE LESSON PLAN

Name________________________

Date________________________

Age of Children_______________

Number of Children_____________

Amount of time for lesson_______

Topic or theme:________________________

Objective: (what I want the children to learn)

Materials

Procedure:
- (1) Before class
- (2) During class
- (3) After class

Evaluation:
- (1) What went well
- (2) Problem areas
- (3) What to do different next time

Extended activities

CHILD'S PROFILE

Child's Name ______________________

Age ____________

Observer _________________________

Date _____________________________

A. List three things the child does well. (strength)

1.

2.

3.

B. List two things the child does not do well. (weakness)

1.

2.

C. List one thing the child doesn't like to do. (weakness)

1.

D. List two things the child likes to do. (strength)

1.

2.

I can teach the child by using his strengths by: (write down two activities)

I can teach to strengthen the child's weakness by: (write down two activities)

LAKE WASHINGTON VOCATIONAL TECHNICAL INSTITUTE
DAY CARE CENTER FINANCIAL AND ELIGIBILITY APPLICATION

NAME
ADDRESS
PHONE
NUMBER OF FAMILY MEMBERS LIVING AT HOME
NAMES AND AGES OF CHILDREN

1.	4.
2.	5.
3.	6.

STUDENT'S EMPLOYER
SPOUSE'S EMPLOYER
SALARY (LAST 12 MONTHS)
INCOME:

BIA/TRIBAL	AID FROM PARENTS
VETERANS BENEFITS	SPOUSE'S INCOME
SOCIAL SECURITY	UNEMPLOYMENT COMPENSATION
PUBLIC ASSISTANCE	SCHOLARSHIPS
VOC REHAB/DVR	CETA
ALIMONY/CHILD SUPPORT	SSI
SAVINGS	WAGES

NON-TAXABLE INCOME (LAST 12 MONTHS)
VA BENEFITS
ARE YOU RECEIVING ANY OTHER FINANCIAL AID? WHAT?
IN WHAT JOB TRAINING PROGRAM ARE YOU CURRENTLY ENROLLED?
INSTRUCTOR

PLEASE ATTACH THE FOLLOWING DOCUMENTATION:
COPY OF INCOME TAX RETURN
VERIFICATION OF NON-TAXABLE INCOME
(PUBLIC ASSISTANCE DVR, L & I)

DISADVANTAGED QUALIFYING INCOME GUIDELINES 1982-3

FAMILY SIZE	ANNUAL INCOME	MONTHLY
1	4,680	390.00
2	6,220	518.33
3	7,760	646.67
4	9,300	775.00
5	10,840	903.33
6	12,380	1,031.67

For each additional family member, add $1,540 for annual income.
Annual income can be figured on calendar year or 12-month period.
Income is verified by a copy of the income tax form.

The day care center will enroll children whose parents are currently enrolled as students. Priority for enrollment is:

1. Full-time prep - disadvantaged
2. Supplemental - disadvantaged
3. Full-time prep - demonstrated need
4. Supplemental - demonstrated need
5. Financially able students
6. Staff

Complete and return to the Financial Aid Office.

Suggested Indoor Equipment List
To Serve Children Ages 2-1/2 through 5

			Est. Per Unit
2	ea	Wood frame corkboard 24"x36" WC 2436	$ 14.99
20	ea	Rest mats 3/4"x56"x24" 78-HDM 300	11.99
1	ea	Puzzle case 14-407150	26.95
1	set	Educube 115-1156	102.00
1	ea	Folding play screen 282-371	91.00
1	ea	Deluxe birch cupboard 36"x24"x12" 282-209	93.50
1	ea	Wood refrigerator 36"x18"x12" 282-2205	87.50
1	ea	Hardwood unit building blocks set A 110 blocks, 14 shapes 282-165A	79.00
2	ea	Double easel 264-370	25.99
1	ea	Wardrobe/storage 48"x66"h x 24"d RC-1001 terra cotta	429.99
1	ea	Open frame table - plain 48"x24"x36" 1362P-2036 (golden oak) wt. 100# extra charge 36" (154.00+7.50)	161.50
1	ea	Two drawer table - open frame 48"x24"x36" 1362D-2036 (golden oak) wt. 115# extra charge (36")(196.90+7.50)	204.40
3	ea	Five section locker unit 54"x48"x9" 282-149	186.00
1	ea	Sand 'n' Sea Table 27"x51"x24"d 115-1149	138.00
1	ea	Top for Sand 'n' Sea Table 115-1153	25.00
2	ea	Tall single faced storage 48"x66"h x 24"d RC-1201 terra cotta	439.00
3	ea	ABC 1200 series adjustable leg tables 1230 30"x60" rectangle blue-1, gold-1, pimento-1)	68.65
2	ea	ABC 1200 series adjustable leg tables 1210 24"x48" rectangle (gold-1, pimento-1)	51.40
1	ea	Library display unit 48"x11"x24" 282-113	86.00
1	ea	Multi-storage unit 27"x15"x48" 282-621	142.00
1	ea	Hinged storage unit (2) 12"x24"x48" 282-1188	245.00
1	ea	Wheeled bookcase unit 36"x11-1/2"x48" 282-107	157.00
1	ea	Stove and sink combination 30"x24"x12" 282-208	113.50
		Estimated Total Cost	$4,248.35

Suggested Outdoor Equipment

Muscle Development

Boards
Boxes (wood, cardboard)
Climbers
Digging equipment
Pulleys
Ropes-jumping or climbing
Sand toys
Stick horses
Trees
Tricycles
Wagons
Wheel toys
Carpentry
Tires
Balls
Bean bags

Dramatic Play or Social Interaction

Art materials
Dolls
Dishes
Dress up
Play house
Private areas
Sand toys
Trucks, cars
Water
Wheel toys

Sensory Stimulation

Aesthetic design
Flowers
Garden plot
Sand
Sounds of nature
Water

Learning From Total Outdoor Area

Animals
Different surfaces - dirt, gravel
Open and private areas
Planted areas and digging areas
Water

AN EQUAL OPPORTUNITY EMPLOYER

SCHOOL SERVICE AIDE (DAY CARE)

QUALIFICATION REQUIREMENTS:

Ability and experience working with preschool age children; initiative; ability to follow directions.

Ability to relate to preschool age children, parents and building staff.

First Aid Training, or be willing to obtain within 30 days.

Ability to supervise children in effective manner.

Ability to plan activities with children.

Willingness to accept responsibility for daily operation of day care center under direction of supervisor.

C.D.A., A.A. in Early Childhood Education or equivalent experience.

Coursework in early childhood education or child development.

Willingness to be flexible on working hours.

TERM AND SALARY

This is a full-time position scheduled to begin February 15, 1983. Employment will depend on sufficient enrollment.

Salary - $6.09 - $6.62

SELECTION TIME LINE

Deadline for application - January 31, 1983

Interview will begin - February 2, 1983

Employment will begin - February 25, 1983

APPLICATION PROCEDURE

If interested and qualified, contact Kathryn Peterson, Personnel Services, P. O. Box 619, Kirkland, WA 98033, Telephone: 828-3214. Finalists will be contacted for an interview.

IN ACCORDANCE WITH LAKE WASHINGTON SCHOOL DISTRICT'S AFFIRMATIVE ACTION PROGRAM, APPLICATIONS FROM MINORITY AND HANDICAPPED GROUPS ARE PARTICULARLY ENCOURAGED.

STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES

QUESTIONNAIRE FOR MINI DAY CARE PROGRAMS FOR CHILDREN
1983

The purpose of this self-evaluation questionnaire is to assist you in determining whether or not the facility you propose will meet health protection licensure requirements. You can also determine the capacity based on the requirements for space and sanitary facilities.

The answer to all questions should be "yes" or "not applicable." If the answer is "no," you can decide whether or not it would be practicable for you to spend the time and money to make the corrections, repairs or additions that would be necessary for a "yes" answer.

Please note that this form focuses only on the major items of importance. It was not intended to be a comprehensive checklist of all licensure requirements. For these you will need to refer to the rules and regulations given to you at the time of application.

Site and Telephone (WAC 388-73-100)

Is there a telephone on the premises?________

Safety and Maintenance (WAC 388-73-102)

Is the physical plant clean and in good repair?________
Do all steps have hand rails?________
Has all flaking or deteriorating paint been removed?________
Do toilet rooms, kitchen, and other rooms subject to moisture have washable impervious floors? ________
Are electrical outlets covered with a blank plate or inaccessible to children or of a safety type? ________

Special Care Room (WAC 388-73-110)

Is a separate room (or area) available?________
Is it located so that a child in it can be supervised at all times?________
Is a toilet and hand sink readily accessible?________

Kitchen (WAC 388-73-112)

Is there a place to prepare and serve food?________
Is there proper food storage areas?________

Laundry (WAC 388-73-116)

Do you have provisions for washing, drying, and storing clothes and bedding?________ (Not required if parents provide clean clothes and bedding, or you send them out.)
Is the water temperature in the laundry at least 140 F?________
Is the laundry separate from the kitchen and child care areas?________

Toilets and Lavatories (hand sinks) (WAC 388-73-118)

Is there at least 1 indoor flush-type toilet?________ (If you are going to care for children over 6 years of age, you must assure privacy for each sex.)

QUESTIONNAIRE FOR MINI DAY CARE CENTERS CONTINUED

Is there at least 1 lavatory?________

Are the toilets and hand sinks child-sized or are platforms provided? ______________

Is hot water pempered to 110 F?_______

Lighting (WAC 388-73-120)

Is the lighting intensity in classroom study areas and food service areas at least 30 foot candles? ___________

Is lighting at least 15 foot candles in all other areas?_______

Sewage and Liquid Wastes (WAC 388-73-124)

If you have a septic tank, is it approved by the local health department? _____________

Water Supply (WAC 388-73-126)

If you have a private water supply, is it approved by the local health department? _______________

Temperature (WAC 388-73-128)

Do you have a method of keeping the facility warm (at least 68 F)?________

Ventilation (WAC 388-73-130)

If you have a toilet room that does not have a window, is it mechanically exhausted to the out of doors? _____________

Play Area (WAC 388-73-440)

Is the outdoor play area fenced?________

Listed below are some other health concerns you will need to consider and have in place at the time you begin serving children.

Menus for the meals and snacks that you serve.

Written procedures concerning medications, diaper changing, emergency medical care.

Records that must be kept current, including records of immunization against communicable diseases, medications disbursed and dates of children's last physical examination.

Indoor and outdoor program and play equipment.

Verification that employees have been tested for tuberculosis and have had first aid training. At least one person must be on the premises, who at all times, has CPR and first aid training.

Storage space for children's clothing and personal possessions. A place that is inaccessible to children for storing cleaning supplies and toxic substances.

CAPACITY (WAC 388-73-038, 430, and 440)

Measmt. of room/s or area/s** Length (in ft.) x Width (in ft.) = Sq. Ft. ÷ 35 sq. ft. = Capacity

50 Sq. Ft./Child in Crib Length (in ft.) x Width (in ft.) = Sq. Ft. ÷ 50 sq. ft. = Capacity

DEPARTMENT OF SOCIAL AND HEALTH SERVICES
2809-26th Avenue South, N56-1 . Seattle, Washington 98144

OBTAINING A DAY CARE CENTER LICENSE

The following steps will need to be follwed to obtain a day care center or mini day care program license:

1. Obtain a copy of the Minimum Licensing Requirements for Day Care Centers or Mini Day Care Programs (12 or fewer children.)

2. Check with the local building department about zoning, parking, building, space and other ordinances pertinent to the facility proposed for day care. An occupancy permit must be obtained, according to local building and zoning codes. If a conditional use or variance permit is necessary, this process could require up to four months. There is a fee for this permit. In Seattle, the Building Department number for information is 625-2293. For those people in incorporated cities, contact the local building officials. For those who live in unincorporated areas in King County, contact the King County Building and Land Development Division at 344-7900.

3. After thoroughly studying the Minimum Licensing Requirements, call the Licensing Unit at 721-4080 to speak to a licenser. At this time you will discuss your plans for opening your center and ask questions relating to the Minimum Licensing Requirements. Also, discussion will focus on your staff, especially the program supervisor and director, and your program.

4. If you decide to begin the application process, the following steps are taken:

    a) An application is sent to be filled out and fees are due with applications for an initial license or renewal. The department will not proceed on applications until required fees are paid. See attached fee schedule. Fee payments shall be by check, draft or money orders made payable to the Department of Social and Health Services.

    b) Requests for inspection of the facility are sent by the licenser to the State Fire Marshall and the Health Services Division.

    c) An on-site visit will be made by the licenser to verify that sufficient equipment, both indoors and outdoors, is available; shelving and fencing are secured; registration forms, parent information bulletin and discipline policy are developed and other sections of the Minimum Licensing Requirements are met.

5. When a written response is received from both the first and health inspector and an on-site visit is made by the licenser with evidence of substantial compliance with the Minimum Licensing Requirements, a provisional license may be issued. For a full license, all requirements must be in compliance.

FEE SCHEDULES

Effective July 5, 1982 the license fee for mini centers will be a minimum of $48.00 a year.

The license fee for day care centers will be $4.00 per child, per year, based on licensed capacity.

Fees are due with applications for initial license or renewal. The department will not proceed on applications until required fees are paid.

Fee payments shall be by check, draft or money orders made payable to the Department of Social and Health Services.

If an application is withdrawn by you prior to issuance or denial, one-half the fee shall be refunded. If a license is denied, fees shall not be refunded.

Fees shall be paid for a minimum of one year.

WAIVER REQUESTS

Fees may be waived when, in the discretion of the Secretary, the fees would not be in the best interest of public health or safety, or when charging the fees would be to the financial disadvantage of the state.

Any person or agency, subject to license fees under this chapter, or organizations in their behalf, may submit a notarized petition seeking wiaver of fees for a licensee or distinguishable class of licensees.

The petition shall set forth:

(1) Source of revenue and percentage by categories of; federal, state; and local government; voluntary contributions; and user fees for the activity which is subject to license.

(2) Reasons why continuation of service is essential to public health and safety.

(3) The ability of recipients to pay for services.

(4) Other matters considered relevant.

The petition shall be mailed or delivered to the Office of the Secrretary, Department of Social and Health Services, Attention Steven Hosch, MS OB-44, Olympia, WAshington 98504.

Upon receipt of the petition, the Secretary may require submission of additional information considered relevant.

Also, please send a copy of waiver request to the Regional Licensing Unit, Department of Social and Health Services, Services to Child Care Agencies, N56-10, Lanes Building, 2809 - 26th Avenue South, Seattle, Washington 98144.

If you have any questions, please feel free to call this office at 721-4080.

PUBLICITY

D.C. Advisory file

VTI

LAKE WASHINGTON
VOCATIONAL TECHNICAL INSTITUTE
149 WAVERLY WAY KIRKLAND, WASHINGTON 98033 206 828-331

March 30, 1982

Elna Duffield
Kirkland Preschool
302 - 1st Street
Kirkland, WA 98033

Dear Elna:

Lake Washington Voc Tech is planning a day care center that will serve the students in its new facility that will open spring, 1983. I am forming an Advisory Committee that will help plan policy, procedures and format of the new center. Because of your expertise in early childhood education and your professional image throughout the community, I would like to invite you to become part of this committee.

Our first task will be to suggest curriculum topics for a new course, entitled "Day Care Management", that will be offered by the Voc Tech later this spring. A meeting has been set for Monday, April 19 at 9:00 a.m. in my office at the Lake Washington Voc Tech, 149 Waverly Way, Kirkland. Please call Donna at 828-3311 to let me know if you can attend the meeting. If it is impossible to attend on April 19 but you would like to serve on the committee, please indicate this to Donna.

Sincerely,

Janet Bourque

Janet Bourque
Consumer and Home and Family
Project Specialist
Lake Washington Voc Tech

wmh

LAKE WASHINGTON
VOCATIONAL TECHNICAL INSTITUTE
149 WAVERLY WAY KIRKLAND, WASHINGTON 98033 206/828-3311

April 19, 1982

Just a reminder that the Day Care Center Management Class begins Monday April 26, at 7:00 p.m. in the Toddler Room at Lake Washington High School.

To find Lake Washington High School, take exit 18 off 405, the Kirkland-Redmond exit. Go East to 1st stop light (124) and turn right to N.E. 80th. At the stop sign turn right and the high school will be on your left. Turn into the parking lot. Enter the door on the north wing. Go to the end of the hall to your right, where you will see a stairway on your left. The Toddler Room is at the bottom of the stairs.

The Day Care Advisory Committee has agreed to open this class to persons who show potential for directing a day care center, even if they do not meet education or experience requirements. If you know of such a person, they may enroll by calling the Voc Tech at 828-3311 and registering their name with Donna.

Sincerely,

Janet Bourque
Consumer and
Home & Family
Project Specialist

JB:dm

The Service Area of Lake Washington Vocational Technical Institute includes the school districts of Lake Washington, Bellevue, Issaquah, Lower Snoqualmie, Mercer Island, Skykomish, Snoqualmie, and Northshore

ADVISORY BOARD ACTIVITIES

DAY CARE ADVISORY COMMITTEE

Janet Bourque - Consumer and Home and Family Life Project Specialist		
Kathy Egan	821-9754 11636 NE 135th Kirkland, WA 98033	
Pat Gattke	392-6387 (home) 365-6620 (office) 25619 SE Tiger Mt. Rd. Issaquah, WA 98027	
Marion Holland	821-1325 11721 NE 102nd Pl. Kirkland, WA 98033	Parent Ed. Instructor
Susie Marshall	Redmond High School Ex. 385	
Wendy Millerick	821-6502 10304 N.E. 122nd Kirkland, WA 98033	
Fern O'Neil - Supervisor, Home and Family Life		
Kathee Richter	822-4016 11040 104th Avenue N.E. Kirkland, WA 98033	Day Care Management Instructor
Julie Josund-Sivesind	746-2649 3911 161st Avenue S.E. Bellevue, WA 98006	CHAIRMAN
Cindy Sansburn	644-2420 (home) 746-8034 (office) Time for Joy 5833 119th S.E. Bellevue, WA 98006	4737 W. Lake Sammamish A103 Issaquah, WA 98027
Malinda Snyder	524-8178 2341 N.E. 55th, Apt. 203 Seattle, WA 98105	
Pam Soper	821-1099 11261 76th Avenue N.E. Kirkland, WA 98033	

5/82

DAY CARE MANAGEMENT ADVISORY COMMITTEE

APRIL 19, 1982

AGENDA

Introduction	Janet Bourque
Who is Lake Washington Voc Tech	Fern O'Neil
Grant Requirements	Janet Bourque
Task of the Committee	Janet Bourque
1. Curriculum Review -	Kathee Richter
2. Input from the Committee Concerning Curriculum Outline	
Research by the Committee	Janet Bourque
1. Bibliography of Day Care Resource Books	
2. Community Resources Available to Day Care Providers	
3. Enrollment in the Course	
4. Evaluation in September	
Planning for the Future	
1. Organization of the Committee	Janet Bourque
2. Election of a Committee Chairman and Secretary	Fern O'Neil
3. Set Date for Next Meeting New Chairman	
Hopes for the Future	
1. New Site	Fern O'Neil
2. Second Stage Development of Day Care Program	Fern O'Neil

Teacher's Curriculum Resources

Books

"Learning Through Play"
Jean Marzollo and Janice Lloyd

"The Sourcebook - Activities to Enrich Programs for Infants and Young Children"
George W. Maxim

"Guiding Young Children"
Verna Hildebrand

"The Very Young"
George W. Maxim

"Children's Play and Playgrounds"
Joe L. Frost
Barry L. Klein

"Science Experiences for the Early Childhood Years"
Jean Durgen Harlan

"Creative Play for the Developing Child"
Clare Cherry

"Language Motivating Expriences for Young Children"
Rose C. Engel

"Music - A Way of Life for the Young Child"
Kathleen M. Bayless
Marjorie E. Ramsey

"Self-Esteem: A Family Affair"
Jean Illsley Clark

"Kids In the Kitchen"
Nellie Edge

"A Sigh of Relief"
Martin I. Green

"Resources For Creative Teaching In Early Chilhood Education"
Bonnie Mack Flemming
Darlene Softley Hamilton

"Kids America"
Steve Caney

FREE COURSE

DAY CARE CENTER MANAGEMENT

WHO: Day care personnel who are at least 21 years of age, and have either 45 credits Early Childhood Education, an A.A. degree, a C.D.A. certificate or equal experience, or permission of the instructor

WHAT: 30 hours classroom instruction
20 hours supervised internship

WHEN: Classroom - Monday and Wednesday evenings
April 26 - May 25 (10 sessions)

Internship: To be arranged with the instructor

TIME: 7:00 - 10:00 PM

PLACE: Lake Washington High School - Toddler Lab
102033 N.E. 80th
Kirkland, Washington

INSTRUCTOR: Kathy Richter

This class was previously advertised for Fall Quarter. Due to high demand, we are offering it this spring. Enrollment is limited. To register - fill out the coupon below and mail immediately. All fees for the course are funded by a grant from the Commission for Vocatioonal Education Commission. Students will purchase a textbook.

MAIL TO:

Janet Bourque
Lake Washington Voc Tech
149 Waverly Way
Kirkland, WA 98033

- -

I wish to enroll in the Day Care Center Management class April 26 - May 25

Name____________________ Phone__________

Address____________________ Zip________

Center____________________ Phone__________

Director's Name__________________________

Your Position____________________ Degree__________

Years of Experience____________________

DAY CARE CENTER MANAGEMENT
LAKE WASHINGTON VOC TECH SPRING 1983
SKILLS ASSESSMENT
(PRE-TEST)

Rank the course objectives on a scale of 1 - 5.

	Training Needed				Little Or No Training Needed
COURSE OBJECTIVES	1	2	3	4	5
The student is able to:					
1. Manage overall day care operations					
2. Keep the following records:					
Attendance					
Accounts Receivable					
Staff Hours					
Tuition Charges					
Expense Report					
3. Prepare a budget					
4. Supervise staff in:					
Hiring					
Training					
General Supervision					
5. Promote good parent-center relations					
6. Establish an advisory board					
7. Promote good community relations					
8. Comply with D.S.H.S. regulations					
9. Write policies for:					
Center Operating Procedures					
Enrollment					
Staff Requirements					
Vacations					
Illness					
Tuition					
10. Select appropriate equipment, furniture and materials for a center.					
11. Plan a child's program.					
12. Plan and manage a food program.					
13. Identify children with special needs.					
14. Identify and accept responsibility for child abuse and neglect cases.					

EVALUATION OF COURSE
(POST-TEST)

COURSE TITLE Day Care Center Management DATES April - June 1982

INSTRUCTOR(S) ____________ LOCATION LWVTI

1. GENERAL OBJECTIVE: To enrich the knowledge and skills of day care center directors in the following areas:

To what extent did you achieve each of the desired objectives? (Circle number.)

	Not at all							Full
a. Management and supervisory skillls	1	2	3	4	5	6	7	8
b. Record keeping	1	2	3	4	5	6	7	8
c. Finances	1	2	3	4	5	6	7	8
d. Staff relations	1	2	3	4	5	6	7	8
e. Parent relations	1	2	3	4	5	6	7	8
f. Community relations	1	2	3	4	5	6	7	8
g. D.S.H.S. regulations	1	2	3	4	5	6	7	8
h. Policies	1	2	3	4	5	6	7	8
i. Facility arrangement	1	2	3	4	5	6	7	8
j. Food management	1	2	3	4	5	6	7	8
k. Special needs children	1	2	3	4	5	6	7	8
2. To what extent will you be able to use these skills on the job?	1	2	3	4	5	6	7	8
3. What is your overall rating of this course?	1	2	3	4	5	6	7	8

Class Agenda

April 26 - Class requirements, assignments. Communication skills, management and supervisory skills.

April 28 - Staff management - hiring, training, supervision, terminating. Job descriptions.

May 3 - Continue staff management. Community relations. Advisory Board.

May 5 - Visit to large day care center. Center arrangement, equipment, supplies, maintenance. Land use and zoning permits.

May 10 - Program - social, educational. Developmental levels. Food management.

May 12 - Policies

May 17 - D.S.H.S. Regulations (check internship progress)

May 19 - Parent relations. Child Abuse/Neglect. Children With Special Needs

May 24 - Record keeping.

May 26 - Finances, Budget. Assessment and course evaluation.

Course Outline

I. Day Care management Course

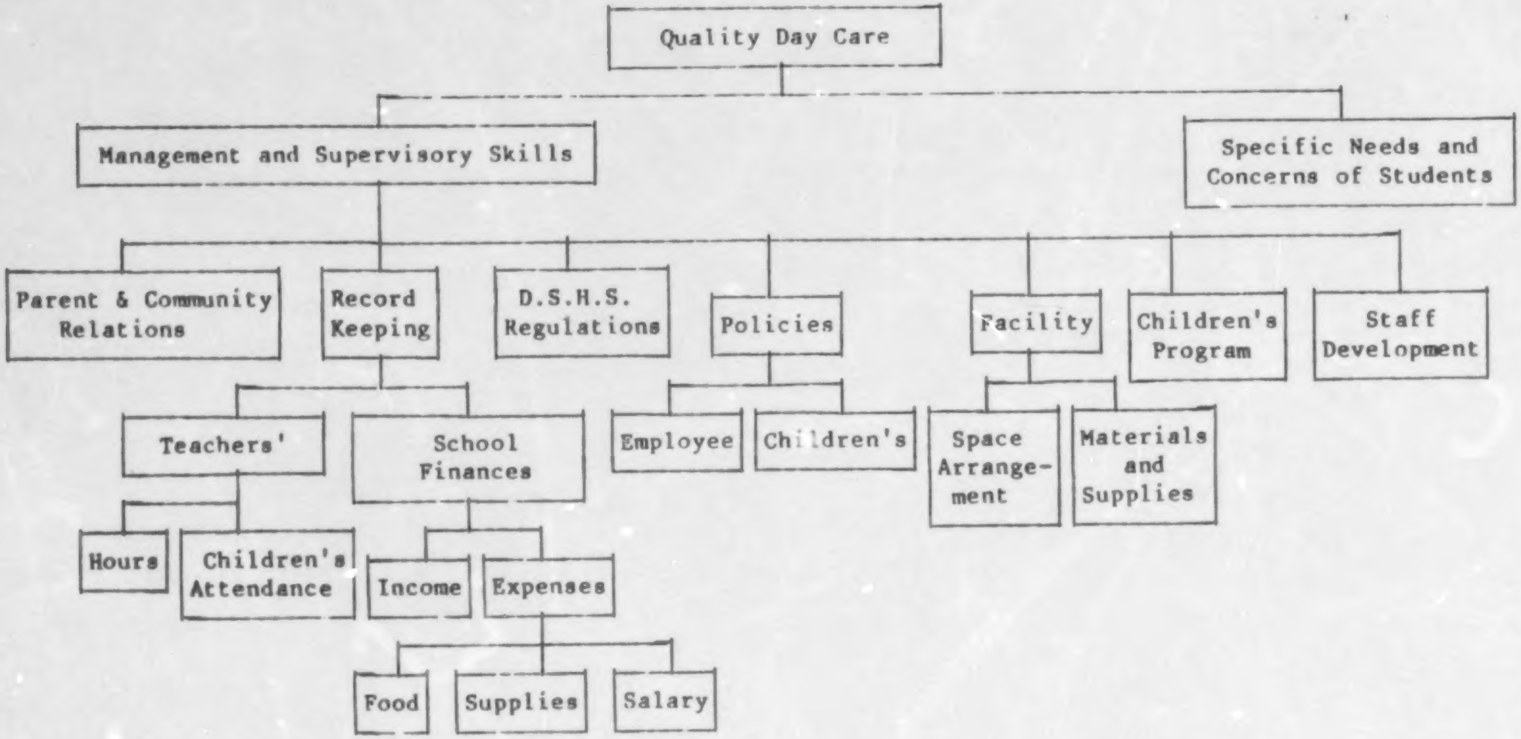
- A. Requirements
  - 1. 30 Class Hours
  - 2. 20 Internship Hours
  - 3. Text
  - 4. Pre and Post Assessments
  - 5. Evaluation
- B. Management and Supervisory Skills
  - 1. D.S.H.S. Regulations
  - 2. Communication Skills
    - a. Staff management
      - 1) hiring
      - 2) training
      - 3) supervising
    - b. Parent relations
    - c. Community relations
  - 3. Record Keeping
    - a. Teachers' hours, salary
    - b. Children's attendance, tuition
    - c. School finances
      - 1) income - tuition
      - 2) accounts receivable
      - 3) expenses
        - a) supplies, equipment
        - b) salaries
        - c) food
        - d) rent
        - e) utilities
        - f) miscellaneous expenses
      - 4) budget
  - 4. Policies
    - a. Employee
    - b. Children
    - c. Job descriptions
  - 5. Children's Program
    - a. Special needs
    - b. Abuse and neglect
    - c. Activities
      - 1) educational
      - 2) social-emotional
      - 3) physical
    - d. Scheduling

6. Facility
    a. Space arrangement
    b. Equipment, materials, supplies
    c. Maintenance
    d. Land use and moving permits
    e. Health and safety
7. Advisory Board
8. Professional Image
    a. Resume
    b. Application
    c. Interview

C. Special Needs and Concerns of Students

D. Importance of Maintaining Quality Day Care

DAY CARE CENTER MANAGEMENT COURSE STRUCTURE


Quality Day Care
Management and Supervisory Skills
Specific Needs and Concerns of Students
Parent & Community Relations
Record Keeping
D.S.H.S. Regulations
Policies
Facility
Children's Program
Staff Development
Teachers'
School Finances
Employee
Children's
Space Arrangement
Materials and Supplies
Hours
Children's Attendance
Income
Expenses
Food
Supplies
Salary

CURRICULUM COMPONENTS
(As suggested by the Day Care Advisory Board)

- preparation of food or snacks
- art
- sensory
- science
- pictures
- music
- games
- workshop materials
- physical movements
- story
- films
- field trips
- nature
- health
- safety
- math
- dance
- poems
- listening activities
- following directions
- transitions
- size of group
- drama
- role play
- books which kids use

- finger plays
- puppets
- socialization
- flannel board
- celebrations
- carpentry
- animals
- dress up
- self esteem
- individualization
- parent involvement
- vocabulary development

- outdoor play
- small muscle
- eye hand coordination
- balance
- cognitive
- problem solving
- understanding time relationships
- records
- singing
- behavioral activities
- related books
- dress up
- direct instruction
- customs & traditions
- sand, cork, with added appropriate toys
- parties, festivals
- nature
- community as a classroom
- community resource people
- sounds, tastes, smells
- environment (room set up)
- displays
- amount of direction or free activity
- structure

organizing curriculum? consider:

- age
- boys/girls/ratio
- weather
- time
- repetition
- structur
- preparation
- what's the child to do?
- what's the teacher to do?
- objectives

CURRICULUM RESOURCES

SEPARATION ANXIETY AND THE CHILD IN DAY CARE
A Key to Behavior Problems in Day Care

by Janet Bourque

Meeting the needs of parents and children is an important guideline in planning the goals for day care. A child's separation from the parent brings separation anxiety to both the parent and the child, which is experienced not only at the moment of separation, but throughout the separation period. Recognizing this basic need and planning for intervention through provider policies and staff actions should become one of the basic goals of the day care provider. Bridges must be found within the child's experience to link home and day care so that the child feels secure in both places.

Children normally will experience anxiety accompanied by feelings of fear, anger and sadness during times of separation from the parents. How well the child copes with this anxiety depends on:

1. The child's individual capacity for tolerance.
2. The child's preparation.
3. The child's developmental stage.
4. The length of the separation.
5. The number of different day care arrangements the child has experienced.
6. Whether the child has had the opportunity to adjust gradually to these arrangements.
7. The quality of the arrangements.
8. The child's feelings of security within the family.

Parents will also normally feel anxious about leaving the child in care. Questions about the quality of individualized care, guilt, fear and jealousy of the provider may alternate with good feelings about the advantages provided by the provider and the parent's need or desire to work. Parents will normally feel sad and miss their child. They need help to recognize and accept these feelings. Anxiety producing situations tend to bring on dependent behavior, not only for the child, but also in the parent. Often parents will reward dependent behavior as compensation for their own feelings of guilt. Therefore, in dealing with a child with separation anxiety, it is important to also consider the behavior and needs of the parent.

Cognitive and emotional development of the young child play a primary role in ability to tolerate separation from the primary care giver.

Infants up to 3 months seem to adjust to day care with a greater acceptance of new care givers and less sense of loss than the older child.

Separation Anxiety. . ., (cont.)

Four to Six Months: Infants begin to show recognition of their parents (and other familiar adults) and show different responses to strangers. They are responsive and begin to form attachments.

Seven to Nine Months: The infant develops attachment to parents or other primary care giver, as well as distress on separation from these adults. Fear of strangers begins to develop. If the child has been primarily cared for by the parent, this can be the period of the strongest protest on separation from the parent. Change in primary care giver at this age is not desirable. Object and person permanence (awareness that objects and persons exist, even when out of sight) begins to develop.

Ten to Fifteen Months: Object and person permanence is developed. The infant has also developed the ability to see and remember the differences betweeen his parents or primary care giver and other adults. He now has developed the concept that the parent exists even when out of sight. This increased maturity also brings fear of strangers and fear of separation from the parent. These fears are usually strongest between 9 and 15 months.

If there is a choice when the parent will return to work, the age between three and six months may be the better time, provided that the infant has one person responsible as the primary care giver for that particular infant.

Children who enter a day care at age two and three show more distress at being separated from parents than most infants. At three and a half the child often has reached an inward state of development in which he feels insecure, fears are very real, and self confidence is fragile. Separation anxiety becomes a primary stimulator of behavior for many children at this stage.

Four begins the "out of bounds" stage, with self confidence unlimited, and "I can do it myself" the favorite phrase. But the four-year-old still needs a gradual transition into day care, preparation for change, and the opportunity to learn language that will enable the child to identify, experience, and talk about feelings.

Separation anxiety does not stop with the child's entrance into school age, it continues a lifetime. The way in which it is coped with as an adult often reflects the experiences during the preschool years.

What is the role and responsibility of the provider in relationship to separation anxiety?

1. An understanding of separation anxiety and how it affects the behavior of children and parents in a day care setting.
2. Identification of children and parents who are having problems coping with this anxiety.

Separation Anxiety. . ., (cont.)

3. To teach all children the language needed to express in words their feelings.
4. Establish policies which will guide the staff in providing support for parents and children.
5. Train the staff in specific techniques that will help parents and children identify, verbalize and cope with their feelings and anxiety.
6. Understanding that separation behaviors occur throughout the time of separation and are not limited to the moment of separation.

Situations Which Stimulate Separation Anxiety

1. Parent begins to work.
2. Divorce.
3. Illness (of child or parent).
4. Death of someone emotionally close to the child.
5. Separation from a familiar environment.
6. Hospital stay (child or parent).
7. Moving.
8. Vacation.
9. Emotional separation from parent due to other problems the parent is experiencing.
10. Substitute teacher.
11. Separation from one activity to the next (transitions).

Typical Behaviors of Children Resulting From Feelings of Separation

1. Withdrawal.
2. Aggression.
3. Bossiness.
4. Uncooperative.
5. Clinging.
6. Complaining.
7. Not eating/sleeping well.
8. Regressive behavior (wetting pants, thumbsucking).
9. Appearing to be totally capable in all situations.
10. The child parenting the parent.
11. Crying.

Typical Feelings of Parents During Separation

1. Guilt
2. Anxious.
3. Curious.
4. Hesitant.
5. Relief (positive).
6. Desperate.
7. Stressful.

Separation Anxiety..., (cont.)

8. Jealous of the provider.
9. Resentment towards the child's acting out.
10. Loss of control.
11. Sadness.
12. Parent and child change roles.
13. Supportive of the opportunities that the care giver provides for the child.

Staff Support of the Parent Experiencing Separation Anxiety

1. Verbal reassurance accompanied by eye contact and touch.
2. Staff knowledge and understanding of the normal emotional development of children and how it applies to separation.
3. Care providers must be careful not to judge the parent as to their lifestyle or reasons for working.
4. Help the parent to establish a definite routine for the child during the time preparing to come to the day care and transition into care, as well as out of care at the end of the day.
5. Honest discussion of the problems with the parent, with setting of goals for parent, child and staff.
6. Provide the opportunity for parents to share their problems and feelings with other parents or staff.
7. Orientation of the parent to the policies of the center concerning: (a) daily schedules; (b) illness & medication; (c) holidays; (d) discipline
8. Home visits by the staff.
9. Parent required to stay with the child at least the first day.
10. Encourage the parent to be on time.
11. Encourage parent to make the separation kindly, yet firmly and quickly. If the parent is experiencing anxiety, she may be cueing the child to act out. The child may have observed other children receiving attention for acting out at separation and may be trying for his own bit of attention through a learned behavior, rather than true anxiety.

Staff Support of the Child Experiencing Separation Anxiety

1. Verbal reassurance by eye contact and touch.
2. A definite routine for arrival and leaving.
3. Acceptance of the child's feelings.
4. If------Then distraction.
5. Give child a special space.
6. Allow child to bring security object from home.
7. Teach the child the language to express feelings.
8. Allow child to leave coat on if so desired.
9. Don't try to force the child--give time for adjustment.
10. Plan activities which will give the child a sense of belonging.
11. Give positive reinforcement for acceptable separation behaviors.

Separation Anxiety..., (cont.)

In planning for support for children experiencing separation anxiety, it is critical to understand that the anxiety produced behaviors do not always occur at the time of separation. A child may appear to easily cope with the physical separation, but be stimulated to act out emotional separation through unacceptable behaviors throughout the period of time that the child is in care or during the time of separation from parents at bedtime. A child who is behaving competently in care, but exhibiting separation behaviors at home, still needs to be understood, supported, and helped to increase tolerance for separation by the care provider. By understanding the motivation behind the behaviors, the provider will be able to help the child cope with the feelings and the behaviors stimulated by them.

FIELD TRIP SUGGESTIONS

Purpose

Field trips allow children to form vivid, concrete impressions on subjects which might otherwise remain vague and abstract. Farms, fire stations and beaches are unreal to children who have not visited them. Mail service is a dim concept until one has dropped a letter in the post box and seen it delivered to one's home. Much of the value in such outings lies in the sponteneous fund which they should stimulate. New friendships are formed and old ones deepened by shared experience.

Preparation

Field trips must be carefully planned oa ssure the comfort and safety of the children and maximum educational value. Consider the appropriateness of the trip for young children. Think about the effect of weather, distance to travel, time required and safety hazards. Might the trip be duplicated in kindergarten? Would it be a better family trip? Necessary preparations include.

1. Make arrangements with proper authorities.
2. Be familiar with the place to be visited. What do you think the children might learn?
3. Plan for transportation and any necessary fees.
4. Plan extra helpers if necessary (at least one adult to four children).
5. Discuss the trip, including safety, with the children.
6. Notify parents including date, time, cost and what to wear. Secure written parent permission for this specific trip or blanket permission for all trips to be taken during the year.

Supervision

Adult participants should help the children see what they came to see but they should also let the children enjoy themselves within safe limits. Don't neglect to check the following before you leave:

1. Are there a first-aid kit and tissues along?
2. Has everyone used the bathroom? Does anyone need a drink?
3. Does each driver have a license, enough gas, driving directions and a mental list of the car's occupants?
4. Is there a note on the door and/or a message in the office indicating your desination and expected time to return?
5. Does the teacher carry a list of names and phone numbers for all children participating? Is she certain which children are riding in each car?

Follow-up

The values of the trip should be reinforced in the days following with discussion, dramatization, painting, drawing, songs and props for creative play.

ACTIVITIES RELATED TO FIELD TRIP
Plan for Pre- and Post-Trip Activities

Name ______________________ Date ______________ Lab __________

Field Trip ____

Art

Science

Drmatic Play

Literature - Language

Music - Rhythm

Group Activitiy

Snack

Parent Involvement

FIELD TRIP ACTIVITY PLAN

Adult Preparation

Children's Preparation

Day of Field Trip

Follow-Up Activities (immediate)

Post-Trip Activities (long-range)

Field Trip Suggestions

1. Looking walks: Seasonal changes, daferty helps, birds and beasts, homes.
   Listening walks: Birds and animals, street sounds, weather sounds.
2. A visit to the teacher's house.
3. Parks: Both city and county will send lists of parks.
4. Pumpkin farm or, better yet, a nice pumpkin plant in someone's garden.
5. A garden with things above the ground and things below the ground.
6. Aquarium: Make a reservation. Plan your time to take in the first show at 11:00 a.m.
7. Visit a kindergarten in late spring, preferably at the school the hildren will be attending in the fall.
8. Veterinarian, dentist or doctor in your neighborhood. Experiences might include seeing an x-ray with a broken bone or swallowed object visible, or ride in the dentist chair, listening to someone's heartbeat.
9. School band: Elementary school is smaller and quieter. Junior High is easier to schedule.
10. Milk truck: Arrange through company or driver to have a couple quarts of chocolate milk delivered for snack time and have a look at the inside of the truck while it is there.
11. Bakery: Altertson's, Safeway, etc.
12. Pet Shop.
13. Post Office: Call for tour appointment. Children cn mail a card to themselves.
14. Fish Hatchery.
15. Library: Arrange with your local children's librarian for a tour and story time. See the copying machine work. Check out books individually or select a group of books to take back to school.
16. Zoo: Make arrangements early in the year if guide is desired.
17. Trout Farm.
18. Ferry Ride.
19. Fire Station: Call for appointment.
20. Saturday Excursions: One set of parents and three or four children make a mini-field trip. Carpool parents might take turns.
21. Have a policeman pay the children a friendly visit at school.
22. Exchange outdoor play areas with another preschool or day care.
23. A ride on a school bus includes a safety lesson. Often combined with the kindergarten trip. Call your local school district.

FINGER PLAYS AND CHILDRENS' SONGS

FINGER PLAYS FOR BUSY HANDS

SHIVER AND QUIVER

When it's cold, you shiver and you quiver,
(clasp arms and shiver and blow through lips)
B-r-r-r-r-r, B-r-r-r-r-r, B-r-r-r-r-r
When it's cold, you shiver and you quiver,
B-r-r-r-r-r, B-r-r-r-r-r, B-r-r-r-r-r
Your hands feel just like ice
(rub hands vigorously)
So you rub them once or twice;
When it's cold, you shiver and you quiver,
B-r-r-r-r-r, B-r-r-r-r-r, B-r-r-r-r-r

This is my nose, (point to nose)
These are my ears (point to ears)
These are my eyes (point)
That make the tears;
This is my mouth (point)
That smiles when I'm gay, (point)
I THINK I'LL ALWAYS KEEP IT THAT WAY!

SCARY EYES

See my great big scary eyes (circle thumb & fingers around eyes)
Watch out now......................
A big surprise......................BOO!

PUPPY AND CAT

Here is the puppy. (show one fist turned down)
Here is the cat. (show other fist)
The puppy is laying asleep on his mat (place fist on palm)
The kitty creeps up and tickles his face, (creep fingers to other fist)
And off she runs,
As the puppy gives chase. (fist is followed by fingers hurridly)

HANDS

I have two hands
And they both belong to me.
I can make them do things
Would you like to see?
I can hold them up high, (do actions to suit words)
I can hold them down low;
I can open them wide,
I can shut them just so!
I can put them in front,
I can put them in back
I can take my two hands,
And make a loud clap!

SANTA OR JACK-IN-THE-BOX

Here is the ...(chimney or box) (make a fist with thumb inside)
Here is the top, (place other hand on top palm down)
Open the lid (slowly lift hand off fist)
And out...(Santa or Jack) will pop...(take hand off fist all the way and pop
up thumb)

ROLL YOUR HANDS

Roll, roll, roll your hands, roll your hands with me (do actions)
Roll, roll, roll your hands, roll your hands with me.
Roll, roll, roll your hands as slowly as can be,
Roll, roll, roll your hands, roll your hands with me.
Roll, roll, roll your hands as fast as fast can be,
Roll, roll, roll your hands, roll your hands with me.

FIVE LITTLE CHICKADEES (Ducks or any bird)

5 little chickadees, peeping at the door,
One flew away, and then there were four.
4 little chickadees, sitting on a tree,
One flew away, and then there were three.
3 little chickadees, looking at you,
One flew away and then there were two.
2 little chickadees, sitting in the sun,
One flew away, and then there was one.
1 little chickadee left all alone,
One flew away, and then there were none.

This can be used as a finger play, suit the actions to fit the words, or can be used as a flannel board poem.

APPLE TREE

Way up high in the apple tree, (raise arms up high)
Two little apples smiled at me (form two circles with thumb and fingers)
I shook that tree as hard as I could) (shake with hands)
Down came those apples (bring circles down)
MMMMMmmmmmmmmmmmm were they good. (rub tummy)

Way up high in the apple tree,
Two little ghosts smiled at me
I shook that tree as hard as I could
Away flew those ghosts
PHEWWWwwwwww (wipe forehead)
THAT was good!

Way up high in the apple tree
Two little birds smiled at me (form with thumb and fingers together as wings)
I shook that tree.....not as hard as I could;
Away flew those birds.........that was good.

HOUSES

Two little houses closed up tight, (close first over thumbs)
Open the windows and let in the light. (open fists, hold up fingers)
10 little finger people looking out at the snow,
Open the door and (one hand opens the know; open hands)
Out they go! (walk fingers away)

SNOW

Let's go walking in the snow
Walking, walking on tiptoe.
Lift your one foot way up high
Then the other....keep it dry.

All around the yard we run
Watch your steps but let's have fun........oops, I'm tired.
(Start slowly and increase speed around room,
then collapse on floor)

THUMBKIN SAYS "I'LL DANCE"

Thumbkin says, "I'll dance."
(Hold up hands, wiggle each pair of
fingers, as rhyme indicates.)
Thumbkin says, "I'll sing."
Dance and sing, you merry little thing.
Thumbkin says, "I'll dance and sing."

Pointer says, "I'll dance."
Pointer says, "I'll sing."
Dance and sing, you merry little thing.
Pointer says, "I'll dance and sing."

Tall Man says, "I'll dance."
Tall Man says, "I'll sing."
Dance and sing, you merry little thing.
Tall Man says, "I'll dance and sing."

Ring Man says, "I'll dance."
Ring Man says, "I'll sing."
Dance and sing, you merry little thing.
Baby says, "I'll dance and sing."

All the Men say they'll dance.
(Wiggle all the fingers.)
All the Men say they'll sing.
Dance and sing, you merry little things.
All the men say they'll dance and sing.

HANDS ON SHOULDERS

Hands on shoulders, hands on knees,
(Follow action as rhyme indicates.)
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides and touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

MY HANDS

My hands upon my head I place,
(Follow action as rhyme indicates.)
On my shoulders, on my face;
On my hips I place them, so.
Now I raise them up so high,
Make my fingers fairly fly.
Now I clap them, one, two, three,
Then I fold them silently.

TWO LITTLE HANDS

Two little hands so soft and white.
(Show them.)
This is the left; this is the right.
(Indicate each.)
Five little fingers standing on each,
(Show fingers.)
So I can hold a plum or a peach.
(Curve fingers as if holding plum.)
But when I get as big as you,
(Point to child.)
I'll show you what these hands can do.
(Show hands.)

ROW, ROW, ROW YOUR BOAT

Row, row, row your boat,
(Fold arms high in front of chest, with
elbows extending out, and fisted hands
meeting; reach forward and pull back
as if rowing.)
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream. (Repeat)

THE BUS

The wheels of the bus go round and round,
Round and round, round and round.
(Hold hands in front and roll one over the other.)
The wheels of the bus go round and round
Over the city streets.

The driver of the bus blow his horn.
Beep-beep-beep, Beep-beep-beep.
(Press thumb on fist.)
The driver of the bus blows his horn
Over the city streets.

The driver of the bus says, "Pay your fare,
Pay your fare, pay your fare."
(Extend hand as if receiving fare.)
The driver of the bus says, "Pay your fare,"
Over the city streets.

The people on the bus go bump, bump, bump;
Bump, bump, bump; bump, bump, bump;
(Jounce up and down.)
Over the city streets.

CLOCKS

Big clocks made a sound like t-i-c-k,
t-o-c-k, t-i-c-k, t-o-c-k.
(Rest elbows on hips; extend forearms
and index fingers up and move arms
sideways slowly and rhythmically.)
Small clocks make a sound like tick, tock,
tick, tock. (Move arms faster for second
line.)
And the very tiny clocks make a sound like
tick, tock, tick, tock, (Move still faster
for last line.)
Tick, tock, tick, tock, tick, tock, tick,
tock, tick.

LITTLE MOUSIE

See the little mousie
Put index and middle finger on thumb
for "mouse".)
Creeping up the stair,
(Creep mouse slowly up other forearm, bent
at elbow.)
Looking for a warm nest.
There--Oh! There.
(Let mouse spring into elbow corner.)

KITTEN IS HIDING

A kitten is hiding under a chair.
(Hide one thumb under other hand.)
I looked and looked for her everywhere.
(Peer about.)
Under the table and under the bed;
(Pretend to look.)
I looked in the corner, and when I said,
"Come, Kitty, come, Kitty, here's milk for
you." (Cup hands to make dish and extend.)
Kitty came running and calling, "Mew, mew."
(Run fingers up arm.)

THIS LITTLE PIG

This little pig went to market,
(Point to each finger in turn.)
This little pig stayed home,
This little pig had roast beef,
This little pig had none,
This little pig cried, "Wee, wee, wee,"
(Run hand behind back.)
All the way home!

WHIRLING LEAVES

The little leaves are whirling round, round, round.
(Flutter fingers above head and to ground)
The little leaves are whirling round, falling to the ground,
Round, round, round, round.
Falling to the ground.
(Whisper.)

SNOWFLAKES

Snowflakes whirling all around, all around, all around,
(Flutter fingers high above head, in the air, slowing
falling to the ground.)
Snowflakes whirling allaround
Until they cover all the ground.

LEAVES

The leaves are dropping from the trees,
(Flutter fingers up in air and to ground)
Yellow, brown, and red.
They patter softly like the rain;
(Tap fingers on floor.)
One landed on my head.
(Tap head.)

SNOW MEN

Five little snow men
(Hold up one hand, fingers extended)
Standing in a row,
Each with a hat
(Join thumbs and index fingers and
place on top of head.)
And a big red bow.
(Join thumbs and index fingers together
to make bow under chin.)
Five little snow men
(Hold up one hand, fingers extended)
Dressed for a show.
Now they are ready,
Where will they go?
Wait till the sun shines;
(Make circle with arms above head.)
Soon they will go
Down through the fields
(Bring arms down to lap.)
With the melting snow.

JACK AND JILL

Jack and Jill went up the hill
(Extend hands out flat, palms facing
down; climb them upwards.)
To fetch a pail of water,
Jack fell down and broke his crown,
(Let one hand fall quickly into lap)
And Jill came tumbling after.
(Let other hand follow jerkily.)

Up Jack got and said to Jill
(Raise one hand and then the other)
As in his arms he caught her,
(Cross arms and hug shoulders.)
"If you're not hurt, brush off the dirt,
(Brush off clothes.)
And then we'll fetch the water."

S-l-o-w-l-y, s-l-o-w-l-y, up the hill,
(Climb hands up slowly.)
This time they spilled no water,
They took it home to mother dear,
(Close fist and seem to carry bucket)
Who kissed her son and daughter.
(Kissing sound.)

ROCK-A-BYE BABY

Rock-a-bye baby,
(Fold arms and rock.)
On the treetop.
When the wind blows
The cradle will rock.
When the bough bends
(Bend forward.)
The cradle will fall,
(Open arms.)
And down will come baby,
(Drop arms to lap.)
Cradle and all.

HERE IS THE CHURCH

Here is the church,
(Put backs of hands together, palms down.)
Here is the steeple.
(Clasp fingers; extend index fingers to make a point.)
Open the door,
(Turn hands around, fingers still clasped.)
And see all the people.
(Wiggle fingers.)

TEN LITTLE FIREMEN

Ten little firemen
Sleeping in a row;
(Extend both hands, fingers curled,
to represent sleeping men.)
Ding, dong goes the bell,
(Pull bell cord with one hand.)
And down the pole they go.
(Close both fists, put one on top of
other, slide them down pole.)
Off on the engine, oh, oh, oh,
(Steer engine with hands.)
Using the big hose, so, so, so.
(Make nozzle with fist.)
When all the fire's out, home so-o slow.
(Steer engine with hands)
Back to bed, all in a row.
(Extend both hands, fingers curled.)

THIEKEN MAN

Thieken man, build the barn,
(Hammer one fist on other.)
Thuin man, spool the yarn,
(Make winding motion with hands.)
Longen man, stir the brew,
(Make stirring motion with hands.)
Gouten man, make a shoe,
(Tap shoe sole.)
Little man, all for you.
(Point to child.)

WARM HANDS

Warm hands, warm ------
(Put hands together,)
Do you know how?
If you want to
Warm your hands,
Warm your hands now.

JACK-IN-THE-BOX

Jack-in-the-box, all shut up tight,
(Close fist with thumb tucked in;
cover with flat palm of other hand.)
Not a breath of air or a ray of light,
How tired he must be, all folded up,
Let's open the lid,
(Raise hand slightly.)
And up he'll jump.
(Remove hand quickly and pop up other thumb.)

HALLOWEEN WITCHES

One little, two little, three little
witches;
(Hold up one hand; nod fingers at
each count)
Fly over haystacks,
(Fly hand in up-and-down motion)
Fly over ditches.
Slide down moonbeams without any
hitches,
(Glide hand downward)
Heigh-ho! Halloween's here.

WITCH'S CAT

I am the witch's cat.
(Make a fist with two fingers extended for cat.)
Miaow, miaow.
(Stroke fist with other hand.)
My fur is black as darkest night.
My eyes are glaring green and bright.
(Circle eyes with thumbs and forefingers.)
I am the witch's cat.
(Make a fist again with two fingers extended, and stroke fist with other hand.)

VERY NICE JACK-O'-LANTERN

This is a very nick jack-o'-lantern,
(Cup fingers of one hand to make jack-o'-lantern)
These are the eyes of the jack-o'-lantern,
(Outline eyes on cupped fingers)
This is the nose of the jack-o'-lantern,
(Outline nose)
This is the mouth of the jack-o'-lantern,
(Outline mouth)
And this is where the candle goes.
(Insert index finger in center of cupped hand for candle)

JACK-O'-LANTERNS

Five little jack-o'-lanterns sitting on a gate.
(Hold up five fingers)
The first one said, "Oh my, it's getting late."
(Point to each finger in turn)
The second one said, "Let's have some fun."
The fourth one said, "Let's dance, let's prance."
The fifth one said, "Now is our chance."
When "Who-o-o" went the wind,
(Blow hard)
And out went the light,
And away went the jack-o'-lanterns on Halloween night.
(Run fingers behind back)

MY PUMPKIN

See my pumpkin round and fat.
(Make circle with hands, fingers spread wide, touching)
See my pumpkin yellow,
(Make smaller circle)
Watch him grin on Halloween.
(Point to mouth which is grinning wide)
He's a very funny fellow.

WITCH

If I were a witch,
(One fist rides on top of other, waving through air)
I'd ride on a broom
And scatter the ghosts
With a zoom, zoom, zoom.

COAL-BLACK CAT

Coal-black cat with humped-up back,
(Hold tight fist downward)
Shining eyes so yellow;
(Hold hand to eyes)
See him with his funny tail.
(Poke index finger of one hand through fist of other and wiggle end of finger)
He's a funny fellow.

VALENTINE FOR YOU

A valentine for you,
(Let thumb and index finger touch to make square)
A valentine for you,
(Pass "valentine" to each child)
A valentine, a valentine.
A valentine for you.

VALENTINE'S GOOD MORNING

Good morning to you, Valentine,
Curl your locks as I do mine;
(Point to curls)
Two before, and three behind.
(Point in front of shoulder and indicate "two," then in back of should and indicate "three.")
Good morning to you, Valentine.

THIS IS THE CIRCLE THAT IS MY HEAD

This is the circle that is my head,
(Make large circle with both hands.)
This is my mouth with which words are said,
(Point to mouth.)
These are my eyes with which I see,
(Point to eyes.)
This is my nose that's a part of me.
(Point to nose.)
This is the hair that grows on my head,
(Point to hair.)
This is my hat, all pretty and red,
(Place hands on head, fingers pointed
up and touching.)
This is the feather so bright and gay,
(Extend index finger upward along
side of head.)
Now I'm all ready for school today.

MY HAT

My hat, it has three corners,
(Join thumbs and index fingers and
place on top of head.)
Three corners has my hat.
(Raise three fingers.)
If it did not have three corners,
(Raise three fingers and shake head.)
It would not be my hat.
(Join thumbs and index fingers and
place on top of head.)

OLD SHOES, NEW SHOES

Old shoes, new shoes,
(Point to child's shoes; first one,
then the other.)
Black and brown and red shoes.
One, two, three, four,
(Show four fingers.)
Tapping softly on the floor.
(Tap fingers on floor.)

BIG HILL

Here's a great big hill,
(Extend arms sideways to form a hill.)
With snow all over the side.
Let's take our sleds
(Place other hand on opposite shoulder, palm down.)
And down the hill we'll slide.
(Slide hand down arm.)

SHINY SHOES

First I loosen mud and dirt,
(Hold hand in front for shoe; brush off with other.)
My shoes I then rub clean,
(Rub shoe with palm of other hand.)
For shoes in such a dreadful sight
(Hide shoe behind back for moment, then return.)
Never should be seen.
Next I spread the polish on,
(Join thumb and index finger of one hand to make polish spreader and pretend to coat shoe.)
And then I let it dry.
I brush and brush, and brush, and brush,
(Make fist and brush shoe vigorously.)
How those shoes shine! Oh, my!
(Extend hand and admire.)

THE BOATS

This is the way, all the long day,
(Use one had as boat and the other as bridge and move hand back and forth under bridge.)
The boats go sailing by,
To and fro, in a row,
Under the bridge so high.

GRANDMA'S GLASSES

Here are Grandma's glasses
(Make circles with thumbs and index fingers placed over eyes.)
And here is Grandma's hat;
(Joint hands at fingertips and place on top of head.)
And here's the way she folds her hands
(Fold hands and place gently in lap.)
And puts them in her lap.

AN AIRPLANE

If I had an airplane,
(Extend right hand in front of body
horizontally, palm opened flat, facing down.)
Zum, zum, zum,
I would fly to Mexico,
(Fly hand through air.)
Wave my hand and off I'd go.
(Wave to people.)
If I had an airplane,
(Repeat first instruction.)
Zum, zum, zum.

THE TRAIN

Choo, choo, choo, (Slide hands together.)
The train runs down the track.
(Run figers down arm.)
Choo, choo, choo, (Slide hands together.)
And then it runs right back.
(Run fingers up arm.)

DOWN BY THE STATION

Down by the station, early in the morning.
(Tap legs or clap hands.)
Do you see the engines standing in a row?
Do you see the engineer pull the big whistle?
(Close fist, raise high, pull downward.)
Toot, toot, choo, choo, off we go.
(Blow for "toot," slide palms together for
"choo.")

THE BIG TRAIN

The great big train goes up the track
(Hold index and third finger close together,
and move up other arm.)
And says Whooo-oo and then goes back.
(Stop at shoulder. Blow whistle and then
go back.

THE FAMILY

This is my father, (Point to thumb.)
This is my mother, (Point to index finger.)
This is my brother, (Middle finger.)
This is my sister, (Ring finger.)
This is the baby, (Little finger.)
Oh! How we love them all. (Clasp hands.)

KITTY, KITTY

Kitty, kitty, kitty, kitty,
(Extend one hand, palm up, fingers loosely curled.)
All my little ones so pretty!
You and you, and you, and you,
(Point to children.)
Let me hear how you can mew.
Mew, mew, mew, mew. (Children mew.)

PITTER-PAT

Pitter-pat, pitter-pat, oh so many hours,
(Let fingers patter on floor, table, etc.)
Although it keeps me in the house,
It's very good for flowers.
(Cup hands and extend slowly upward.)

TOMMY THUMB

This is little Tommy Thumb,
(Point to each finger in turn.)
Round and smooth as any plum.
This is busy Peter Pointer,
Surely he's a double-jointer.
This is mighty Toby Tail,
He's the biggest one of all.
This is dainty Reuben Ring,
He's too fine for anything.
And this little wee one maybe,
Is the pretty Finger Baby!

SLEEPY FINGERS

My fingers are so sleepy
  (Hold hand palm up, fingers loosely bent.)
It's time they went to bed.
So first you, Baby Finger,
  (Put each finger down in palm of hand as
   rhyme indicates.)
Tuck in your little head.

Ring Man, now it's your turn,
And then come, Tall Man great;
Now, Pointer Finger, hurry.
Because it's getting late.

Let's see if all are snuggled,
No, here's one more to come,
So come, lie close, little brother,
Make room for Master Thumb.

BUNNIE'S BEDTIME

"My bunnies now must go to bed,"
  (Hold up hand; extend fingers.)
The little mother rabbit said.
"But I will count them first to see
  (Point to fingers.)
If they have all come bak to me.
One bunny, two bunnies, three bunnies dear,
  (Point to each finger as you count.)
Four bunnies, five bunnies--yes, all are here.
They are the prettiest things alive--
My bunnies, one, two, three, four, five."
  (Point to each finger again.)

  (When counting out, point to each child.)

ROCK-A-BYE BABY, THY CRADLE IS GREEN

Rock-a-bye baby, thy cradle is green,
  (Fold arms and rock them.)
Father's a nobleman, mother's a queen;
And Betty's a lady and wears a gold ring,
  (Make ring with thumb and index finger
   on one hand; slide it over ring finger
   of other hand.)
And Johnnie's a drummer and drums for the king.
  (Beat hands as though beating drum.)

OCTOBER

The month is October (Flutter fingers.)
With leaves falling down
That once were all
Yellow and scarlet and brown.

MY GARDEN

This is my garden;
  (Extend one hand forward, palm up.)
I'll rake it with care,
  (Make raking motion on palm with three
   fingers of other hand.)
And then some flower seeds
  (Make "planting" motion with thumb and
   index finger of same hand.)
I'll plant in there.
The sun will shine
  (Make circle above head with hands.)
And the rain will fall,
  (Let fingers flutter down to lap.)
And my garden will blossom
  (Cup hands together; extend upward slowly.)
And grow straight and tall.

TEN FINGERS

I have ten little fingers
  (Follow action as rhyme indicates.)
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low,
I can fold them quietly
And hold them just so.

LITTLE FINGERS

They do so, so, so,
  (Hold up hands. Extend fingers and wiggle them.)
Little fingers, little fingers,
They do so, so, so,
  (Repeat first instruction.)
Turn three times and away they go.
  (Turn hands away from each other
   three times; hide behind back.)

BUSY FINGERS

This is the way my fingers stand, fingers stand, fingers stand,
(Follow action as rhyme indicates.)
This is the way my fingers stand, so early in the morning.
This is the way they dance about, dance about, dance about,
This is the way they dance about, so early in the morning.
This is the way I fold my hands, fold my hands, fold my hands,
This is the way I fold my hands, so early in the morning.
This is the way they go to rest, go to rest, go to rest,
This is the way they go to rest, so early in the morning.
(Cup hands loosely, palms up and place in lap.)

THUMBKIN, POINTER

Thumbkin, Pointer, Middleman big,
(Point to each finger in turn.
Then roll hands at end.)
Silly Man, Wee Man, rig-a-jig.

FEE, FIE, FOE, FUM

Fee, fie, fo, fum,
(Point to little finger for "fee", etc.)
See my finger,
(Point to finger before thumb.)
See my thumb.
(Point to thumb.)
Fee, fie, fo, fum,

LITTLE ROBIN REDBREAST

Little Robin Redbreast
(Make fist and join thumb and index fingers)
Sitting on a rail.
(Rest wrist on edge of other hand.)
Nibble, nabble goes his head.
(Move thumb and index fingers up and down.)
Wiggle, waggle goes his tail.
(Tilt wrist over other hand.)

GOLDEN FISHES

Golden fishes swimming, floating,
(Hold palms of hands together and wiggle
them around.)
Swimming, floating, all day long.

MISTER THUMB

Mister Thumb, Mister Thumb, where are you?
  (Make fists.)
Here I am, here I am. How do you do?
  (Extend thumbs and wiggle them.)
Peter Pointer, Peter Pointer, where are you?
Here I am, here I am. How do you do?
  (Extend each pair of fingers as called for.)
Baby Small, Baby Small, where are you?
Here I am, here I am. How do you do?
Fingers all, fingers all, where are you?
Here we are, here we are. How do you do?

RIGHT HAND, LEFT HAND

This is my right hand.
  (Follow action as rhyme indicates.)
I'll raise it up high.
This is my left hand.
I'll touch the sky.
Right hand, left hand.
Roll them around

FIVE FINGERS

Five fingers on this hand,
  (Hold up one hand.)
Five fingers on that;
  (Hold up other hand.)
A dear little nose, (Point to nose)
A mouth like a rose, (Point to mouth)
Two cheeks so tiny and fat.
  (Point to each cheek.)
Two eyes, two ears, (Point to each)
And ten little toes; (Point to toes.)
That's the way the baby grows.

EYE WINKER

Eye Winker,
  (Point to eyes.)
Tom Tinker,
  (Point to ear.)
Nose Smeller,
  (Point to nose.)
Mouth Eater,
  (Point to mouth.)
Chin Chopper,
  (Tap chin.)
Chin Chopper, Chin Chopper
Chin Chopper, Chin.

THE BEAR WENT OVER THE MOUNTAIN

The bear went over the mountain,
(Extend forearm, close and drop fist.)
The bear went over the mountain,
(Slowly creep fingers of other hand up
over first hand to wrist.)
The bear went over the mountain,
To see what he could see.
(Hold above position.)
And what do you think he saw?
And what do you think he saw?

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Is that he did see!

So the bear went down the mountain,
(Creep fingers down sloping forearm.)
So the bear went down the mountain,
So the bear went down the mountain,
Very hap-pi-ly.

THIS LITTLE SQUIRREL

This little squirrel said, "Let's run
and play." (Point to each finger in turn.)
This little squirrel said, "Let's hunt
nuts today."
This little squirrel said, "Yes, nuts are good."
This little squirrel said, "Yes they're
our best food."
This little squirrel said, "Come climb this
tree,
(Hold forearm up, hand open, run fingers
of other hand to top fast, ending with
thumb and forefinger making circle.)
And crack these nuts, one, two, three."
(Clap hands.)

BUNNY

Here is a bunny with ears so funny,
(Bend two fingers of one hand over on thumb)
And here is his hole in the ground.
(Make a hole with other fist.)
When a noise he hears, he pricks up his ears
(Extent index and tall fingers of first
hand, and then close them.)
And hops into his hole in the ground.
(Jump fingers into hole in other fist.)

ONCE I SAW A BUNNY

Once I saw a bunny
  (Extend index and middle finger of
  one hand upward.)
And a green, green, cabbage head.
  (Make fist with other hand.)
"I think I'll have some cabbage,"
The little bunny said.
So he nibbled and he nibbled,
  (Make bobbing motion with finger and
  thumb of first hand.)
And he pricked his ears to say,
  (Extend index and middle fingers upward.)
"Now I think it's time
I should be hopping on my way."
  (Let hand hop away.)

FIVE LITTLE DUCKS

Five little ducks went in for a swim;
  (Hold up hand; extend fingers.)
The first little duck put his head in.
  (Point to each finger in turn.)
The second little duck put his head back;
The third little duck said, "Quack, quack, quack."
The fourth little duck with his tiny brother,
Went for a walk with his father and mother.
  ("Walk" fingers up opposite arm.)

SNAIL SONG

The snail is so slow, the snail is so slow,
  (Creep fist along arm very slowly
  in rhythm.)
He creeps and creeps along.
And as he does he sings his song;
The snail is so-o-o s-l-o-w.

I CAUGHT A HARE

One, two, three, four, five;
  (Count fingers on one hand.)
I caught a hare alive. (Close fist.)
Six, seven, eight, nine, ten;
  (Count fingers on other hand.)
I let it go again. (Hold up ten fingers.)

LITTLE BIRD

I saw a little bird go hop, hop, hop.
  (Rest index and tall fingers on thumb;
   making bobbing motion from wrist.)
I told the little bird to stop, stop, stop.
  (Point to each "stop" with index finger.)
I went to the window to say, "How do you do?"
  (Extend hand as if to shake hands.)
He wagged his little tail
  (Rest index and tall fingers on thumb;
   curl other index finger and attach at
   back of hand.)
And away he flew.
  (Fly fingers over head and behind back.)

THIS LITTLE CALF

This little calf eats grass,
  (Extend fingers; push each down in turn.)
This little calf eats hay,
This little calf drinks water,
This little calf runs away,
This little calf does nothing
But just lies down all day.
  (Rest last finger in palm of other hand.)

FIVE LITTLE SQUIRRELS

One, two, three, four, five.
  (Count fingers; then point to each
   in turn.)
Five little squirrels sitting in a
tree;
Said this little squirrel, "What do I
see?"
Said this little squirrel, "Oh! Let's
run."
Said this little squirrel, "I'm not
afraid."
Said this little squirrel, "Let's sit
in the shade."
Bang! Went the gun and they all ran
away.
  (Clap hands slowly and hide behind
   back.)

FROGS

One, two, three, four, five.
(Count fingers.)
Five little frogs standing in a row,
This little frog stubbed his toe;
(Point to each finger in turn.)
This little frog said, "Oh, oh, oh";
This little frog laughed and was glad;
This little frog cried and was sad;
This little frog, so thoughtful and good,
Ran for the doctor as fast as he could.

CATCHING A FISH

One, two, three, four, five.
(Count out fingers on right hand.)
I caught a little fish alive.
(Catch all fingers on right hand with left hand.)
Why did you let it go?
(Release fingers suddenly.)
Because it bit my finger so.
(Shake right hand.)
Which finger did it bite?
The little finger on the right.
(Point to little finger on right hand.)

FIVE LITTLE FROGGIES

Five little froggies sat on the shore,
(Open hand; extend fingers. Push down one finger as each frog leaves.)
One went for a swim and then there were four.
Four little froggies looked out to sea,
One went swimming, and then there were three.
Three little froggies said, "What can we do?"
One jumped in the water and then there was two.
Two little froggies sat in the sun,
One swam off and then there was one.
One lonely froggie said, "This is no fun."
He dived into the water and then there was none.

HERE IS THE CHIMNEY

Here is the chimney,
(Make fist, enclosing thumb)
Here is the top,
(Place palm of other hand on top of fist)
Open the lid,
(Remove top hand quickly)
And out Santa will pop.
(Pop up thumb)

CHRISTMAS IS A-COMING

Christmas is a-coming
The geese are getting fat.
(Cup hands, palms facing each other)
Please to put a penny in the old man's hat.
(Hold one palm open; join thumb and index finger of other, and lay in open palm)
A ha'penny will do.
(Tap palm)
If you haven't got a ha'penny,
(Tap palm)
God bless you.
(Point to child)

CHRISTMAS TREE

Here stands a lovely Christmas tree,
Christmas tree, Christmas tree,
(Hold hands up, fingertips touching)
Here stands a lovely Christmas tree,
So early in the morning.

Here is a horn for the Christmas tree,
Christmas tree, Christmas tree,
(Hold fist to mouth and blow)
Here is a horn for the Christmas tree,
So early in the morning.

Here is a drum for the Christmas tree,
Christmas tree, Christmas tree,
(Beat drum)
Here is a drum for the Christmas tree,
So early in the morning.

Here are the lights for the Christmas tree,
Christmas tree, Christmas tree,
(Flutter fingers)
Here are the lights for the Christmas tree,
So early in the morning.

Here stands a lovely Christmas tree,
Christmas tree, Christmas tree,
(HOLD hands up, fingertips touching)
Here stands a lovely Christmas tree
So early in the morning.

LITTLE JACK HORNER

Little Jack Horner
(Cup hand to make pie. Make eating motion with other hand.)
Sat in a corner
Eating his Christman pie.
He stuck in his thumb
(Insert thumb in other fist.)
And pulled out a plum
(Pull thumb out of fist; make circle with same thumb and index finger, and hold it up.)
And said, "What a good boy am I".

SANTA CLAUS

Down the chimney dear Santa Claus
crept,
(Make loose fist with left hand;
insert right hand finger into it)
Into the room where the children
slept.
(Place three fingers of right hand
on palm of left)
He saw their stockings hung in a
line
(Suspend three fingers of left hand)
And he filled them with candies and
goodies.
(Make motions as if filling stockings)
Altho' he counted them: one, two, three,
(Indicate by counting fingers)
The baby's stocking he could not see.
"Ho! Ho!" said Santa Claus, "That
won't do,"
So he popped her present right into
her shoe.
(Cup left hand and put finger of
right hand into it.)

OUR TABLE

Every day when we eat our dinner
Our table is very small.
(Show with hands)
There's room for father, mother, brother,
(Point to each finger)
Sister, and me--that's all.
But when Thanksgiving Day, and the company comes,
You'd scarcely believe your eyes;
For that very same table stretches
Until it is just this size.
(Show with hands spread wider)

I'VE A JACK-O-LANTERN

I've a jack-o'-lantern,
(Make ball with open fist, thumb
at top)
With a great, big grin.
(Grin)
I've a jack-o'-lantern with a candle in.
(Insert other index finger up through
bottom of fist)

TWO LITTLE DUCKS

Two little ducks that I once knew,
(Extend index and tall fingers;
emphasize each duck.)
Fat ducks, skinny ducks, there were two,
But the one little duck with the
feathers on his back,
(Emphasize ONE with index finger.)
He led the others with a quack, quack,
quack.
(Bend arms at elbows, tuck hands in
front of body.)
Wobble, wobble, wobble, wobble, to and
fro,
But the one little duck with the
feathers on his back,
(Emphasize ONE.)
He led the others with a quack, quack,
quack,
(Bend arms at elbows, tuck hands in
armpits, flap arms up and down.)
He led the others with a quack, quack,
quack.

EENY, MEENY, MINEY, MO

Eeny, meeny, money, mo;
(Point out each finger.)
Catch a tiger by the toe;
("Catch" one finger as rhyme
indicates.)
When he hollers let him go.
(Let go of finger.)
Eeny, meeny, miney, mo.
(Point out each finger.)
(For counting out, point to each
child in turn. Vary pointing
by tapping shoes, etc.)

BUMBLEBEE

Bee, bee, bumblebee.
(Make bee by resting index finger on thumb.)
Sting a man upon his knee.
("Sting" knee.)
Sting a pig upon his snout,
("Sting" nose.)
One, two, three, four, five--you're out!
(Point out each finger.)
(When counting out, point to each
child.)

THE HOUSE

This is the roof of the house so good.
(Hold up hands, fingertips touching, hands spread apart at bottom.)
These are the walls that are made of wood.
(Extend hands parallel.)
These are the windows that let in the light.
(Make a square by extending index fingers up, thumbs out.)
This is the door that shuts so tight.
(Make a square by extending index fingers up, thumbs out.)
This is the chmney so straight and tall.
(Raise index finger.)
What a good house for us, one and all!
(Extend hands in front, parallel to each other.)

TWO MOTHER PIGS

Two mother pigs lived in a pen,
(Show thumbs.)
Each had four babies, and that made ten.
(Show fingers and thumbs.)
These four babies were black as night,
(Hold one hand up, thumb in palm.)
These four babies were black and white.
(Hold other hand up, thumb in palm.)
But all eight babies loved to play
And they rolled and rolled in the mud all day.
(Roll hands over each other.)
At night, with their mother, they curled up in a heap,
(Make fists, palms up.)
And squealed and squealed till they went to sleep.

UP, UP

Here we go up, up, up.
(Follow action with hands as rhyme indicates.)
Here we go down, down, down,
Here we go backward and forward,
And around and around.

TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill;
(Close fists; extend thumbs.)
One named Jack and the other named Jill.
(Talk to each thumb.)
Fly away Jack; fly away Jill;
(Toss thumbs over shoulders separately.)
Come back Jack; come back Jill.
(Bring back fists separately with thumbs extended.)

SWINGING

Hold on tightly as we go,
(Clasp hands in front and make a swing.)
Swinging high and swinging low.
(Swing as rhyme indicates.)

WHO FEELS HAPPY?

Who feels happy, who feels gay?
All who do, clap their hands this way.
(Follow action as rhyme indicates.)

Who feels happy, who feels gay?
All who do, nod their heads this way.

Who feels happy, who feels gay?
All who do, tap their shoulders this way.
(Children like to suggest things to do.)

PAT-A-CAKE

Pat-a-cake, pat-a-cake, baker's man,
(Clap hands.)
Bake me a cake as fast as you can,
(Cup one hand loosely, palm up; rotate finger of other hand in cupped palm.)
Pat it and prick it and mark it with a "B"
(Pat hands firmly.)
And put it in the oven for baby and me.
(Move hand forward slowly.)

GOOD MORNING

Good morning, good morning, good morning,
now we'll say,
Good morning, good morning, we'll nod
our heads this way.
(Follow action as rhyme indicates.)
Good morning, good morning, good morning,
now we'll say,
Good morning, good morning, we'll
wave our hands this way.
Good morning, good morning, good morning,
now we'll say,
Good morning, good morning, we'll
throw a kiss this way.
(Children love to name the activity.)

TAP AT THE DOOR

Tap at the door,
(Tap one hand with fingers of other.)
Peep in,
(Form fingers into rings around eyes.)
Turn the knob,
(Make turning motion with other hand.)
Walk in,
(Walk fingers of one hand on palm of
other.)
And----shut the door!
(Clap loudly.)

UP THE STEPS WE GO

Up the steps we will go,
(Climb palms of hands upwards.)
Sometimes fast and sometimes slow,
Until we reach the top.
S-l-i-d-e down!
(Slide one palm down other arm.)

HERE'S A CUP

Here's a cup, and here's a cup,
(Make a circle with thumb and index finger
of one hand, extend arm, and repeat.)
And here's a pot of tea.
(Make fist with other hand and extend
thumb for spout.)
Pour a cup, and pour a cup,
(Tip fist to pour.)
And have a drink with me.
(Make drinking motions.)

UP A STEP

Up a step, and up a step, and up a step, and up,
(Climb palms of hands upward.)
I climb the ladder to the very tiptop.
Then I sit down and zi-p to the ground!
(Let one hand sit on other shoulder and slide down arm.)

I SHUT THE DOOR

I shut the door and locked it tight,
(Make fist with one hand; insert other index finger in fist and turn.)
And put the key out of sight.
(Withdraw index finger and hide behind back.)
I found the key to open the door,
(Hold index finger in front.)
And turned, and turned--and turned some more,
(Insert index finger in fist again, and turn.)
And then I opened the door.

THE VERY NICEST PLACE

The fish lives in the brook,
(Put palms together tightly; wiggle forward.)
The bird lives in the tree,
(Bend forearms at elbows and extend upwards; cup hands and spread open.)
But home's the very nicest place
For a little child like me.
(Point to self.)

TELEGRAPH POLES

Here are two telegraph poles,
(Raise index fingers.)
Between them a wire strung.
(Put middle fingers together, index fingers raised.)
Two little birds hopped right on
(Place thumbs on middle fingers.)
And swung, and swung, and swung.
(Swing hands back and forth.)

THE TEAPOT

I'm a little teapot, short and stout.
This is my handle.
  (Put one hand on hip.)
This is my spout.
  (Extend opposite arm sideways, hand out.)
When I get all steamed up, then I shout,
Just tip me over and pour me out.
  (Bend body toward extended arm.)

I'm a very cleaver pot, it is true.
Here's an example of what I can do.
I can change my handle and change my spout.
  (Change position of hands.)
Just tip me over and pour me out.
  (Bend body in opposite direction.)

SHAKE, SHAKE, KNOCK, KNOCK

Shake, shake, knock, knock,
  (Raise one fist and shake; then knock
  fist on open palm of other hand.)
Shake, shake, knock, knock,
I play on my tambourine.
Shake, shake, knock, knock,
Shake, shake, knock, knock,
I play on my tambourine.

TENNESSEE

One, I see,
  (Close fists; extend each finger
  upward in turn as thyme indicates.)
Two, I see,
Three, I see,
Four, I see,
Five, I see,
Six, I see,
Seven, I see,
Eight, I see,
Nine, I see,
Tennessee!

MARY AT THE COTTAGE DOOR

One, two, three, four, (Count fingers.)
Mary at the cottage door.
Five, six, seven, eight,
Eating cherries off her plate.
  (Make eating motion with hand.)
  (For counting out, point to each child.)

JOHNNY'S HAMMER

Johnny works with one hammer, one
hammer, one hammer,
(Hammer fist with thumb of other hand.)
Johnny works with one hammer, this
fine day.

Johnny works with two hammers, two
hammers, two hammers,
(Hammer fist with thumb and index
finger of other hand.)
Johnny works with two hammers, this
fine day.

Johnny works with three hammers, three
hammers, three hammers,
(Add one finger each time until all
fingers are hammering.)
Johnny works with three hammers, this
fine day.

Johnny works with four hammer, four
hammer, four hammers,
Johnny works with four hammers, this
fine day.

Johnny works with five hammers, five
hammers, five hammers,
Johnny works with five hammers, this
fine day.

Johnny now is so tired, so tired, so
tired,
(Nod head and close eyes.)
Johnny goes to sleep now, this fine
day.

Johnny's waking up now, up now, up
now,
(Wake up smiling.)
Johnny's waking up now, this fine day.

HOT CROSS BUNS

Hot cross buns,
(Clap hands in rhythm.)
Hot cross buns,
One-a-penny, two a-penny,
(Count out two fingers)
Hot cross buns.
(Clap hands.)

THIS OLD MAN

This old man, he played one,
(Hold up one finger.)
He played knick-knack on his thumb.
(Tap thumbs together.)
Knick-knack, paddy-whack, give a dog a bone,
(Tap knees, clap hands, extend one hand.)
This old man came rolling home.
(Roll hands.)
This old man, he played two,
(Hold up two fingers.)
He played knick-knack on his shoe.
(Tap shoe.)
(Repeat lines 3 and 4 above.)
This old man, he played three,
(Hold up three fingers.)
He played knick-knack on his knee.
(Tap knee.)
(Repeat lines 3 and 4 above.)
This old man, he played four,
(Hold up four fingers.)
He played knick-knack on the floor.
(Tap floor.)
(Repeat lines 3 and 4 above.)
This old man, he played five,
(Hold up five fingers.)
He played knick-knck on his drive.
(Tap floor.)
(Repeat lines 3 and 4 above.)
This old man, he played six,
(Hold up six fingers.)
He played knick-knack on his sticks.
(Tap index fingers.)
(Repeat lines 3 and 4 above.)
This old man, he played seven,
(Hold up seven fingers.)
He played knick-knack along to Devon.
(Point outward.)
(Repeat lines 3 and 4 above.)
This old man, he played eight,
(Hold up eight fingers.)
He played knick-knack on his pate.
(Tap head.)
(Repeat lines 3 and 4 above.)
This old man, he played nine,
(Hold up nine fingers.)
He played knick-knack on his spine.
(Tap spine.)
(Repeat lines 3 and 4 above.)
This old man, he played ten,
(Hold up ten fingers.)
He played knick-knack now and then.
(Clap hands.)
(Repeat lines 3 and 4 above.

TEN LITTLE MEN

Ten little Men standing in a row,
(Hold up ten fingers.)
Ten little Men to market go,
(Move hands sideways, and return.)
Thumbkin goes to buy some meat,
(Move each pair of fingers as rhyme indicates.)
Pointer goes to buy some wheat.
Tall Man goes to get a sack
In which to bring the bundles back.
Ring Man goes to get some peas.
Little Man goes to get some cheese.
Ten little Men standing in a row.
(Hold up ten fingers.)
Then little Men to market go.
(Move fingers away behind back.)

FIVE LITTLE KITTENS

Five little kittens standing in a row,
(Extend left fingers upward, palm out)
They nod their heads to the children,
so.
(Bend fingers forward.)
They run to the left, they run to the right,
(Wiggle fingers to left; then to right)
They stand up and stretch in the
bright sunlight.
(Stretch fingers slowly.)
Along comes a dog, who's in for some
fun.
(Move right fist slowly toward
stretching fingers.)
M-e-o-w, see those kittens run.
(Run left, fingers behind back.)

TWO LITTLE HOUSES

Two little houses closed up tight,
(Close fists over thumbs.)
Open up the windows and let in the light.
(Open fists, hold fingers up, palms
to front.)
Ten little finger people standing tall
and straight,
(Nod fingers and then straighten.)
Ready for school at half-past eight.
(Move hands and arms jerkily forward.)

ONE, TWO, BUCKLE MY SHOE

One, two, buckle my shoe,
(Follow action as rhyme indicates.)
Three, four, knock at the door.
Five, six, pick up sticks.
Seven, eight, lay them straight,
Nine, ten, a big fat hen.
(Extend hands, fingertips
touching.)

COUNTING OUT

One, two, three, four, five, six, seven
(Clap in rhythm; or if counting out,
point to each child.)
All good children go to Devon.
When they get there they will shout
O-U-T spells "out."

GREAT BIG BALL

A great big ball,
  (Joint hands, fingertips touching, to
  make a big ball.)
A middle-sized ball,
  (Make smaller ball.)
A little ball I see,
  (Join thumb and index finger of one
  hand to make little ball.)
Let's see if we can count them;
  (Make each of the three balls as
  they are counted.)
One, two, three.

TEN LITTLE INDIANS

One little, two little, three little
Indians;
  (Show a finger at each count.)
Four little, five little, six little
Indians;
Seven little, eight little, nine little
Indians;
Ten little Indian boys.

PEAS PORRIDGE

Peas porridge hot,
  (Clap hands in rhythm)
Peas porridge cold,
Peas porridge in the pot
  (Cup two hands to make pot)
Nine days old.
Some like it hot,
  (Cup one hand; dip other index finger into
  "bowl" and up to mouth as if eating.)
Some like it cold,
Some like it in the pot
  (Cup two hands again)
Nine days old.

ONE FOR THE MONEY

One for the money,
  (Point to each finger.)
Two for the show,
Three to get ready,
And Four to go.

I AM A FINE MUSICIAN

I am a fine musician, I travel round
the world.
(Clap hands.)
I can play my violin, my violin, my
violin.
(Extend one arm for violin; move
other hand back and forth across
arm.)
I can play my violin, fiddle-dee-dee-da.

I am a fine musician, I travel round
the world.
(Clap hands.)
I can blow my trumpet, my tumpet, my
trumpet.
(Hold fist to mouth and blow.)
I can blow my trumpet, toot-toot-toot-
toot-toot.

I am a fine musician, I travel round
the world.
(Clap hands.)
I can crash my cymbals, my cymbals,
my cymbals.
(Brush palms of hands up and
down against each other.)
I can crash my cymbals, crash-crash-
crash-crash-bang.

I am a fine musician, I travel found
the world.
(Clap hands.)
I can beat my big loud drum, big
loud drum, big loud drum.
(Beat drum.)
I can beat my big loud drum, boom-
boom-boom-boom-boom.

BALLOONS

This is the way we blow our balloon;
blow, blow, blow.
(Hold hands to mouth, palms flat together,
blow into hands, separating them a bit while
blowing.)
This is the way we break our balloon;
oh, oh, oh!
(Clap hands.)

GRASSHOPPERS

Ten little grasshoppers sitting on
a vine;
(Hold up ten fingers; fold one down
at each count.)
One ate too much corn, and then there
were nine.
Nine little grasshoppers swinging on
a gate;
One fell off, then there were eight.
Eight little grasshoppers started off
to Devon;
One lost his way, then there were seven.
Seven little grasshoppers lived between
two bricks;
Along came a windstorm, then there
were six.
Six little grasshoppers found a beehive;
One found a bumblebee, then there
were five.
Five little grasshoppers playing near
a tree;
One chased a buzzy fly, then there
were three.
Three little grasshoppers looked for
pastures new;
A turkey gobbler saw them, then there
were two.
Two little grasshoppers sitting in the sun;
A little boy went fishing, then there
was one.
One little grasshopper left all alone;
He tried to find his brothers, then
there was none.

LET YOUR HANDS CLAP

Let your hands clap, clap, clap,
(Clap hands three times)
Let your fingers tap, tap, tap,
(Tap fingers three times)
Fold your arms and quiet be.
(Fold arms)
Roll your hands so wide awake.
(Roll hands)
Climb the ladder, do not fall,
(Hold hands open, palms down; step
one over other high above head)
Till we reach the steeple tall.
Fold your hands and quiet be.
(Fold hands)

POUND GOES THE HAMMER

Pound, pound, pound, pound, pound goes
the hammer,
(Hammer one fist with other.)
Pound, pound, pound, pound, pound, pound,
pound.
Bzz, bzz, bzz, bzz, bzz goes the big saw,
(Open hand and make sawing motion
across other arm.)
Bzz, bzz, bzz, bzz, bzz, bzz, bzz.
Chop, chop, chop, chop, chop goes the big
axe.
(Put one fist on top of other as
though holding an axe and make
chopping motion.)
Chop, chop, chop, chop, chop, chop, chop.

FAMILY SONGS

Some songs are fun to sing together, even though all the words are too complicated for your child. Still you can enjoy them and your enthusiasm will undoubtedly wear off on him/her. Following are a few songs kids especially like because of their rollicking rhythms and melodies.

JUST LET A SMILE BE YOUR UMBRELLA

Just let a smile be your umbrella
    on a rainy, rainy day.
And if your swettie cries just tell her
    that a smile will always pay.

Whenever skies are grey, don't worry or fret.
A smile will bring the sunshine, and you'll never get wet.

So let a smile be your umbrella
    on a rainy, rainy day.

EVERYONE MAKES MISTAKES
(a Sesame Street song)

I've a special secret children ought to know;
    it's about the little mistakes you make as you begin to grow,
If you make a mistake, you shouldn't start to cry.
    Mistakes are not so bad, and here is why: OH

CHORUS: Everyone makes mistakes. Oh, yes they do----
    Your sister and your brother and your dad and mother too;
    Big people, small people, matter of fact, all people!
    Everyone makes mistakes, so why can't you?

If you make a mistake while counting up to ten,
    well, don't get mad--and don't be sad; just start to count again.
And if you should only get to eight or nine,
    I'm still your friend and I still like you fine.. CAUSE

CHORUS---

If you spill a glass of milk all over the floor,
    well, your mom and dad still like you just as much as they did before.
Cause when Mother and Dad were just as small as you---
    I'll bet that they knocked their milk over too. CAUSE

CHORUS---

If everyone in the whole wide world makes mistakes,
    Then Why------can't------you?------

SING
(a Sesame Street song)

Sing! Sing a song.
Sing out loud, sing out strong.
Sing of good things, not bad;
Sing of happy, not sad.

Sing! Sing a song.
Make it simple to last your whole life long.
Don't worry that it's not good enough for anyone else to hear.
Sing! Sing a song.

La la la la la la, etc.

ONE OF THESE THINGS
(a Sesame Street song)

One of these things is not like the other;
    One of these things just doesn't belong.
Can you tell which thing is not like the others by the
    time I finish my song?

(Hum--showing objects--then finish with..)

Did you guess which thing is not like the others?
    Did you guess real hard, with all of your might?
If you guessed this thing is not like the others,
    then you're absolutely right!

IT'S A SMALL WORLD

It's a world of laughter, a world of tears.
    It's a world of hopes and a world of fears.
There's so much that we share that it's time we're aware,
    It's a small world after all.

It's a small world after all,
It's a small world after all,
It's a small world after all,
It's a small, small world.

There is just one moon and one golden sun.
    And a smile means friendship to ev'ry one.
Though the mountains divide and the oceans are wide,
    It's a small world after all.

FIVE LITTLE MONKEYS

Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor and the dr. said:
"Keep those monkeys off that bed!"
Four little, etc. Three little, etc.

THE TEDDY BEARS' PICNIC

If you go down in the woods today, You're sure of a big surprise.
If you go down in the woods today, you'd better go in disguise.
For every Bear that ever there was will gather there for certain because
Today's the day the Teddy Bears have their Picnic.

Ev'ry Teddy Bear who's been good is sure of a treat today.
There's lots of marvelous things to eat, and wonderful games to play.
Beneath the trees where nobody sees, They'll Hide and Seek as long as they please,
'Cause that's the way the Teddy Bears have their Picnic.

If you go down in the woods today, You'd better not go alone.
It's lovely down in the woods today, but safer to stay at home.
For ev'ry Bear that ever there was will gather there for certain because
Today's the day the Teddy Bears have their Picnic.

TRIO: Picnic time for Teddy Bears.
The little Teddy Bears are having a lovely time today.
Watch them, cather them unawares---
And see them picnic on their holiday.

See them gaily gad about.
They love to play and shout; they never have any care!
At six o'clock their Mummies and Daddies will take them home to bed.
Because they're tired little Teddy Bears.

ZIP-A-DEE DOO-DAH

Zip-a-dee doo-dah, zip-a-dee ay--
My, oh my, what a wonderful day!
Plenty of sunshine, headin' my way.
Zip-a-dee doo-dah, Zip-a-dee ay!

Mister Bluebird on my shoulder,
It's the truth, it's "actual,"
Everything is "satisfactual"

Zip-a-dee doo-dah, zip-a-dee ay!
Wonderful feeling, Wonderful day!

WEATHER SONGS

RAIN

"It's Raining Today"

by Marcia Berman

It's raining today.
It's raining today.
Hello, rain.
Hello, rain.

We want to play outside today.
We want to play outside.
Hello, rain.
Hello, rain.

Raindrops fall.
Raindrops falling down.
Everywhere.
All around.

Raindrops fall.
Raindrops falling down.
Everywhere.
All around.

It's raining today.
It's raining today.
Hello, rain.
Hello, rain.

Also: It's snowing today.
Hello, snow.
Snowflakes fall.

"Rain, Rain Go Away"

Rain, rain, go away.
Come again some other day.
Rain, rain, go away.
Little Susie wants to play.

"Hear the Thunder"

(Tune: "Frere Jacques")

Hear the thunder; hear the thunder.
Hear it roar; hear it roar.
Pitter, patter, rain drops.
Pitter, patter, rain drops.
I'm all wet! I'm all wet!

"It's Raining, It's Pouring"

It's raining, it's pouring.
The old man is snoring.
He went to bed and bumped his head.
And couldn't get up in the morning.

COLD AND SNOW

"I'm A Little Snowman"

(Tune: "I'm A Little Teapot")

I'm a little snowman,
short and fat.
Here is my broomstick,
here is my hat.
When it is real cold out,
I laugh and play.
When the sun's out,
I melt away.

"Mitten Song"

Thumbs in the thumb place.
Fingers all together.
Brrrr. It is cold.
It sure is mitten weather.

SUNSHINE

You are my sunshine,
My only sunshine.
You make me happy,
When skies are grey.
You'll never know, Dear,
How much I love you,
Please don't take
my sunshine away.

WIND

Four little kites so bright and gay
Were flying in the sky one day.
The wind came roaring through the
town. (WHOOOOOOOOOOOSH!)
One little kite cam tumbling down.

Three... two... one... etc.

MORE ACTION SONGS

"Put Your Finger On Your Nose"

Put your finger on your nose, then your toes.
Put your finger on your nose, then your toes.
Put your finger on your nose--
Then quick! Down to your toes.

Put your finger on your nose, then your cheeks.
Put your finger on your nose, then your cheeks.
Put your finger on your cheek--
And leave it about a week.
Put your finger on your nose, then your cheeks.

Put your finger on your nose, then your head.
Put your finger on your nose, then your head.
Put your finger on your head--
Tell me, is it green or red?
Put your finger on your nose, then your head.

Put your finger on your nose, then your belly.
Put your finger on your nose, then your belly.
Put your finger on your belly--
Make it shake like apple jelly,
Put your finger on your nose, then your belly.

"Hickory, Dickory Dock"

Hickory, dickory dock;
the mouse ran up the clock;
the clock struck one,
The mouse ran down;
Hickory, dickory dock.

... The clock struck two (2 claps)
The mouse said, "Boo!"

... The clock struck three (3 claps)
The mouse said, "Whee!"

... The clock struck four (4 claps)
He said, "No more"

"Noble Duke of York"

Oh, the noble Duke of York;
He had ten thousand men.
He marched them up the hill
And he marched them down again.
And when he was up, he was up.
And when he was down, he was down.
And when he was only half way up
He was neither up nor down.

"Eency Weency Spider"

The eency, weency spider
Went up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
And the eency, weency spider
Went up the spout again.

"Two Little Blackbirds"

Two little blackbirds
Sitting on a hill.
One named Jack
And the other named Jill.

Fly away Jack.
Fly away Jill.
Come back Jack.
Come back Jill.

Two little blackbirds
Sitting on a hill.
One named Jack,
And the other named Jill.

AUTUMN SONGS

FALLING DOWN

(Tune: "London Bridge")

Leaves are falling down,
Falling down, falling down.
Autumn leaves are falling down.
Yellow, red and brown.

LEAVES

Like a leaf or feather,
In the windy weather.
Whirl around, and twirl around.
We all fall down together.

IN THE APPLE TREE (F.P.)

Way up high in the apple tree,
Two little apples I did see.
I shook that tree as hard as I could.
Down came the apples.
MMMMMMMM they were good.

... (can use other fruit also.)

APPLESAUCE

Wash an apple. Cut it up.
Put it in a pot.
When you taste it, you will find
It's applesauce you got.

Halloween

ONCE I HAD A PUMPKIN
(Tune: "Did You Ever See a Lassie")

Once I had a pumpkin, a pumpkin, a pumpkin.
Oh, once I had a pumpkin with no face at all.
With no eyes, and no nose, and no mouth, and no teeth.
Oh, once I had a pumpkin with no face at all.

So I made a jack-o-lantern, jack-o-lantern, jack-o-lantern
So I made a jack-o-lantern with a big funny face.
With big eyes, and big nose, and big mouth, and big teeth.
So I made a jack-o-lanter with a big funny face.

HALLOWEEN IS HERE

Halloween is here!
Halloween is here!
Jack-O-Lanterns and trick or treat.
Halloween is here!

ORANGE PUMPKIN

Orange pumpkin, Orange pumpkin
When I see you, I say BOO!

Thanksgiving

THIS A WAY
(Tune: "Ha-ha, This Away")

If I were a turkey, turkey, turkey.
If I were a turkey, then oh then.
Gobble, gobble this a way.
Gobble, gobble that a way.
Gobble, gobble this a way.
Then oh then.

If I were a turkey, turkey, turkey.
If I were a turkey, then oh then.
Strut, strut this a way.
Strut, strut that a way
Strut, strut this a way.
Then oh then.

OVER THE RIVER

Over the river and thru the woods
To Grandmother's house we go.
The horse knows the way to carry
    the sleigh
Thru the white and drifted snow.

Over the river and thru the woods,
Oh, how the wind does blow.
It stings the nose and bites the toes
As over the ground we go.

BIG FAT TURKEY

Big fat turkey
In the Oven so still.
Will you come out for Thanksgiving?
Of course I will!

Hannekah

MY DREIDL

I have a little dreidl.
I made it out of clay.
And when it's dry & ready
Then dreidl I shall play.
OH, dreidl, dreidl, dreidl.
I made it out of clay.
Dreidl, dreidl, dreidl.
Now dreidl I shall play.

HANNEKAH IS HERE

Hannekah is here!
Hannekah is here!
Lots of candles and dreidls too!
Hannekah is here!

Good Action Songs

"Come On, Join Into the Game"

Can everyone clap hands like me? (clap, clap)
Can everyone clap hands like me? (clap, clap)
Come on, join into the game.
You'll find that it's always the same. (clap, clap)

Can everyone stamp feet like me? (stamp, stamp), etc.

Can everyone turn around like me? (turn---), etc.

Can everyone sneeze like me? (Ker-choo!), etc.

Can everyone yawn like me? (Ahhh-ohh), etc.

Can everyone jump up like me? (Jump, jump), etc.

Can everyone giggle like me? (Tee-hee), etc.

Can everyone sit down like me? (sit down), etc.

"Skidamarink"

Skidamarink a dink a dink,
   Skidamarink a doo.
I love you.

Skidamarink a dink a dink,
   Skidamarink a doo,
I love you.

I love you in the morning
   and in the afternoon.
I love you in the evening,
   and underneath the moon.
Oh, Skidamarink a dink a dink,
   Skidamarink a doo.
I love you!

"If You're Happy and You Know It"

If you're happy and you know it,
Clap your hands. (clap, clap)
If you're happy and you know it,
Clap your hands. (clap, clap)
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it,
Clap your hands. (clap, clap)

... Stamp your feet. (stamp, stamp)
... Shout "Hooray" (Hooray)
... Run fast (run in place)
... Give Mom a hug, etc.

"Reach For the Sky"

Clap your hand.
Touch your toes.
Turn around,
And put your finger on your nose.

Flap your arms.
Jump up high.
Wiggle your fingers,
And reach for the sky!

"Head & Shoulders; Knees & Toes"

(Tune: "London Bridge")

Head and shoulders; knees and toes,
Knees and toes, knees and toes.
Head and shoulders; knees and toes.
Clap your hands, and around you go.

"Now Tall, Now Small"

I'm stretching very tall.
And now I'm very small.
Now tall, now small;
Now I'm a tiny ball.

"Teddy Bear"

Teddy Bear, Teddy Bear turn around.
Teddy Bear, Teddy Bear touch the ground.
Teddy Bear, Teddy Bear show your shoe.
Teddy Bear, Teddy Bear, You better Ski-doo!!

"Good Morning To You"

Good morning to you!
Good morning to you!
We're all in our places,
With sunshiny faces.
This is the way,
To start a new day.

"Open Them, Shut Them"

Open them, shut them.
Open them, shut them.
Give a little clap.
Open them, shut them.
Open them, shut them.
Lay them in your lap.

Creep them, creep them.
Creep them, creep them.
Right up to your chin.
Open up your little mouth
But do not let them in!

"The More We Sing Together"
(Tune: "Did You Ever See a Lassie")

The more we sing together, together, together,
The more we sing together, the happier we'll be.

With Susie, and Jimmy, and Mary, and Johnny, (We use names of children in
class or can sing: Your friends are my friends, and my friends are
your friends.)
The more we sing together, the happier we'll be.

The more we clap together, etc.
The more we jump together, etc.
The more we stretch together, etc.

"Thumbkin"
(Tune: "Frere Jacques")

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
How are you today, sir?
Very well, I thank you.
Run away. Run away.

Where is pointer? etc.
Where is tall man? etc.
Where is ring man? etc.
Where is Pinkie? etc.

"I Take My Little Hands"

I take my little hands and I clap, clap, clap.
I take my little hands and I clap, clap, clap.
I take my little hands and I clap, clap, clap.
I clap, clap, clap my hands.

I take my little hands and I wave bye-bye.
I take my little hands and I wave bye-bye.
I take my little hands and I wave bye-bye.
Bye-bye to "Music" (or story) time.

"What Are You Wearing"

Susie's wearing blue shoes,
blue shoes, blue shoes,
Susie's wearing blue shoes,
All day long.

Or: a red dress...etc.
a fireman's hat, etc.

"Roll the Ball"

I roll the ball to Susie,
And she rolls it back to me.

I throw the ball to Susie, etc.
I bounce the ball to Susie, etc.

"Lift One Foot and Then the Other"
(Tune: "10 Little Indians"

Lift one foot and then the other.
Lift one foot and then the other.
Lift one foot and then the other.
Lift them both together.

Lift one hand and then the other, etc.

Lift one knee and then the other, etc.

Lift one elbow and then the other, etc.

Lift one shoulder and then the other, etc.

CIRCLE GAMES

"Looby Loo"

CHROUS
Here we go looby loo,
Here we go looby light.
Here we go looby loo,
All on a Saturday night.

You put your right foot in,
You put your right foot out.
You give your foot a shake, shake, shake
And turn yourself about.

2. Left foot (or "other")
3. (right) arm
4. left arm (or "other")
5. head
6. whole self
7. any part of body: elbow, toe, knee, tongue.
8. Maybe something in the child's hand like a scarf, hat, bell, shoe.

Chorus at end: Circle, clap last line.

"Motorboat"

Motorboat, Motorboat,
Go so slow.
Motorboat, Motorboat,
Go so fast.
Motorboat, Motorboat,
Run out of gas.

"Jack and Jill"

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down & broke his crown,
And Jill came tumbling after.

"Ring Around the Rosey"

Ring around the rosey.
Pocketful of posies.
Ashes, Ashes,
We all fall down!

The cows are in the meadow,
Eating buttercups.
Ashes, Ashes.
We all stand up!

"A Tisket, A Tasket"

A tisket, a tasket,
a green and yellow basket.
I wrote a letter to my love,
and on the way I dropped it.

I dropped it, I dropped it.
and on the way I dropped it.
A little boy (girl) picked it up,
And put it in his (her) pocket.

"Jump to My Lou"

Jump, jump, jump to my Lou.
Jump, jump, jump to my Lou.
Jump, jump, jump to my Lou.
Jump to my Lou, My Darling'.

Run, run, run to my Lou. (etc.)
Walk, walk, walk to my Lou. (etc.)
Crawl, crawl, crawl to my Lou. (etc.)
Hop, hop, hop to my Lou. (etc.)

"Pop Goes the Weasel"

All around the cobbler's bench,
The monkey chased the weasel.
The monkey thought "twas all in fun.
Pop! goes the weasel.

"Here We Go Round the Mulberry Bush"

Here we go round the mulberry bush,
the mulberry bush, the mulberry bush.
Here we go round the mulberry bush,
so early in the morning!

This is the way we: Clap our hands
Tippy toe
Nod our heads
Throw a kiss

activites in leaves
activities in snow
morning get ready activities

"Round and Round the Village"

Go round and round the village,
Round and round the village,
Round and round the village,
As we have done before.

Go in and to the windows, etc.
Go stand and face your partner, etc.
and bow before you go.
Then follow me to London, etc.

Dear Parent Education Instructors:

The goal of this curriculum project is to provide background nutritional information, ideas for cooking projects in the classroom and recipes and resources for nutrious snacks. This copy is a working draft. Between now and January, please try and evaluate the projects and receipes or projects that are successful in your classroom.

I will ask for the evaluations and additions at the end of January. From this information, I will compile and edit the final curriculum handbook. Thanks for your help and valuable contributions.

Sincerely,

Janet Bourque

Janet Bourque
Coordinator, Federal and Special
Projects

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Nutritious Snacks and Cooking Projects

Food is one of a child's basic needs. Parents are often concerned about changes in their childrens' appetites, as well as how food affects the child's behavior and growth.

Snacks served at the preschool can serve as models to parents to help them meet the nutritional needs of their children. Cooking projects as part of the preschool program enhances learning through:

(1) Encouraging independence by offering sucess experiences. Handling the materials and equipment increases a child's confidence and feelings of self-worth.

(2) Introducing new foods through the preschool program. Taste, texture, shape and color of unfamiliar food can be explored in a casual situation.

(3) Experiencing pre-math concepts of measurement.

(4) Learning about other cultures through experiencing traditional foods.

This handbook has been developed to help guide parents and preschool instructors plan for food experiences in the home and at school. Instructors may duplicate and give to parents any portion that they feel would be of benefit to the parents.

CHEDDAR CH
SHARP
CHEDDAR C
MELLOW
CHEDDAR
SHARP

SNACKS

GOOD SNACKS

- Wieners
- Nuts
- Celery
- Radishes
- Cucumber Slices
- Pickles
- Cheese Wedges
- Meat Slices
- Hard Boiled Eggs
- Apples
- Oranges
- Bananas
- Plums
- Cantaloupe
- Watermelon
- Diabetic Pop
- Diabetic Food
- Deviled Eggs

BAD SNACKS

- Dry Cereal
- Cake
- Pie
- Sweet Rolls
- Carmel Popcorn
- Crackers (graham or soda)
- Gelatin Desserts (jello)
- Peanut Butter Sandwiches
- Also anything sticky, sweet or starchy (white bread, etc.)
- Candy
- Pop
- Ice Cream
- Popsicles

(Diabetic pop has NO sugar in it while dietetic pop still has some sugar.)

There is definite evidence that sugar in food creates mouth conditions which speed up the process of dental decay. The use of nuts, popcorn, cheese, milk, vegetables, whole grain cereals, meat, eggs, or unsweetened fruits instead of foods of high sugar content is advisable. The use of candy, gum, cookies, cakes and soft drinks is particularly injurious to teeth. Candy and sweets should be eliminated from the diet if your child has a decay problem.

HIDDEN SUGAR IN OUR FOOD

Hard Candy	1 piece	1/3 tsp. sugar
Raisins	1/4 cup	4 tsp. sugar
Chocolate Cake (2 layer, icing)	1 piece	15 tsp. sugar
Apple Pie	1 piece	12 tsp. sugar
Donut (plain)	1 average	4 tsp. sugar
Gelatin	1/2 cup	4 tsp. sugar
Jelly	1 level Tbsp.	2-1/2 tsp. sugar
Chocolate Fudge	1-1/2" square	4 tsp. sugar
Chewing Gum (including Dentine)	1 stick	1/2 tsp. sugar
Marshmallows	1 average	1-1/2 tsp. sugar
Ice Cream	1 cone or bar	5 or 6 tsp. sugar
Chocolate Milk	1 cup (5 oz.)	6 tsp. sugar
Pop	6 oz. bottle	4 tsp. sugar
Orange juice	1/2 cup	2 tsp. sugar

Foods such as gum, carmels, honey, are more injurious to the teeth because, even though the sugar content is not as great as candy, these foods are retained in the mouth longer. Bacteria present in the mouth forms acid from sugar; the acid attacks tooth surfaces. Sweet foods are not cheap when food value is considered.

NUTRITIOUS SNACKS

1. Cheese Chunks
2. Fresh Fruit - apples (peeled), pears, bananas with peanut butter, plums, grapes, watermelon, cantaloupe
3. Dried fruits - raisins, prunes, apricots
4. Granola
5. Peanut butter cookies
6. Peanut butter crackers
7. Oatmeal/raisin
8. Quick breads made with vegetables or fruits
9. Blender drinks with fruit
10. Scrambled eggs
11. Graham crackers
12. Cheese and crackers
13. Deviled eggs
14. Pancakes
15. Bologna, cheese and/or toast sandwiches, cut out with cookie cutters
16. Sunflower nuts
17. Popsicles made with fruit juices
18. Apple slices spread with peanut butter
19. Cheese slices
20. Apples
21. Indian cornbread
22. Apple turnovers
23. Popcorn (popped on a sheet)
24. Blueberries
25. Orange slices
26. Apples
27. Fish-sticks
28. Carrots
29. Celery sticks
30. Bread (the children can make this in class)
31. Oatmeal cookies
32. Pizza (made in class)
33. Granola bars
34. Bran muffins
35. Triscuits
36. Raspberry yogurt
37. Bread, bologna and cheese
38. Banana slices
39. Grapefruit slices
40. Bugles stuffed with cheese
41. Oranges
42. Cheese with crackers
43. Soft pretzels (cooking project)
44. Pumpkin bread
45. Cereals, crunchy foods
46. Bananas rolled in wheat germ
47. Celery and peanut butter

NUTRITIOUS SNACKS-Cont.

48. Fresh vegetables (prepared at table)
49. Peeled hard-boiled eggs
50. Rice (cooked at school)
51. Pancakes (cooked at school)
52. Carrots
53. Potato chips
54. Peanut butter
55. Hot dogs on toothpicks
56. Sardines
57. Crab meat
58. Stew (prepared by group)
59. Ice cream (churned in school)
60. Spreads they can use themselves
61. Navajo bread (prepared together)
62. Sandwiches the children can make themselves
63. Salads
64. Meats with pictures of animals they come from

FOOD GROUPS INCLUDED IN A GOOD DAILY DIET - CHILDREN 1-5 YEARS

FOOD GROUP	Approximate Quantity Needed Daily	Average Size Serving	
		1 Year	Two to 5 Years
PROTEIN FOOD Animal & Vegetable Meat, Fish, Poultry, Dried Beans & Peas, Peanut Butter, Cheese, Eggs	One to Four Tablespoons**	One Tablespoon	Two to Four Tablespoons
MILK AND MILK PRODUCTS	2-3 Cups**	1/2-1 Cup	1/2-1 Cup
GRAIN PRODUCTS Whole Grain, Enriched or Restored	4 Servings	1/2-1 Slice, Bread, 4 Tbsp. Cereal	1/2-1 1/2 Slice Bread, 1/4-1/2 Cup Cereal
FRUITS AND VEGETABLES Vitamin C Foods	One Medium Orange or Equivalent*	1/3-1/2 Cup	1/3-1/2 Cup
Dark Green, Leafy and Orange Fruits and Vegetables for Vitamin A	1 Serving	Two Tablespoons	2-4 Tablespoons
Other Fruits and Vegetables including Potatoes. Some raw.	2 Servings	2-4 Tablespoons	1/3-1/2 Cup
Others: Vitamin D	Fish liver oil, Vitamin D concentrate or Vitamin D milk enough to provide 400 International Units of Vitamin D daily . (A quart of Vitamin D milk provides 400 units).		
Iodized Salt	Use in cooking and at the table.		
Fluoride	Amount depends on water supply. Consult with dentist of physician.		

To round out meals and to satisfy the appetite, everyone will use some foods not specified - butter, margarine, other fats and oils, sugars or unenriched refined grain products.

* Use the Food Groups and Servings List
** Tablespoon means a level measuring tablespoon. Cup means measuring cup.

Recipes

Peanut Butter Space Sticks or Roll Ups

1 cup peanut butter
1 cup honey
1-1/2 cups powdered milk
wheat germ (optional)
1 cup smashed Bran Flakes (optional)
crushed peanuts (optional)

Mix honey and peanut better and add powdered milk. Roll into little balls and coat with wheat germ or Bran Flakes. This recipe can also be used as peanut butter play dough. Mix it with hands. (If dough is sticky, add more powdered milk.) Fox chocolate flavor, add some cocoa. Mold into any shape or roll it out and cut out shapes with cutters.

Toasted Cheese Sandwich

1 slice bread per child
1/2 slice American cheese per child (brick cheddar cheese could be grated)
2 cubes margarine

Each child has one slice of bread which is cut in half. The child spreads 1/4 pat butter on each piece. Put bread pieces together, buttered side out, with cheese as a filling. Cook in electric fry pan.

Variation: Iron a Sandwich

Children make cheese sandwiches the same as for grilling. Butter the outsides and wrap the sandwich in foil. Children iron both sides of their sandwich with an iron (1 or 2 minutes on each side.)

Roasted Steamed Pumpkin

Select a small ripe pumpkin, big enough for the class. Put the whole pumpkin in a baking pan and bake 350 degrees until soft, about an hour. Remove from oven, gather a small or large group around the table. Cut out the stem as if you were carving a Jack-O-Lantern. Let children help remove pulp and seeds. Place the stem piece back on after finished. You might want to add a 'bit' of water to the inside. Finish cooking in the oven about an hour longer. Drain. Bring to table and examine; compare with uncooked pumpkin, smell, feel, etc. Take apart and add butter, honey, or syrup, salt and pepper. YUM! THE PUMPKIN MUST BE RIPE if this is to work.

Applesauce

5-6 medium apples
cinnamon - to taste (optional)

Depending upon the child's age, the teacher can peel and slice apples to size pieces children can handle. Children chop apples into small pieces. Put into electric fry pan and cook until soft. (Add a bit of water.) Serve in small pieces instead of mashing.

Apple Toast

1/2 apple per child
1 slice bread per child
cinnamon sugar in shakers
2 cubes butter or margarine

Each child, using a table knife, cuts a pre-peeled apple into medium slices. Child butters the bread and places apple slices on bread, then sprinkles cinnamon sugar over the top. Place on a cookie sheet. Bake 15-20 minutes at 375 degrees in the oven.

Apple Pie

Use the cheese crust recipe (see below), cutting 4" circles with a large cookie cutter; also cut squares and triangles. In a bowl, grate an apple that has been pared and cored (approx. 1/4 apple per child), add 4 tsp. white and brown sugar and a sprinkle of cinnamon. Stir together and place approx. 1 tablespoon of mixture in center of each crust shape. Bring sides together and pinch shut. Bake at 400 degrees - 12 min. Serve with cheese slices.

Cheese Crust Twists

Using a pie crust mix and following directions, knead in 1/4 cup shredded cheddar cheese before rolling out the crust. Roll out the dough and cut into strips. Twist strips around and bake at 400 degrees - 12 min.

Navajo Fry Bread

2-1/2 cups flour
2-1/2 tsp. baking powder
1/2 tsp. salt
water to make soft dough (about 1 cup)

Mix together and knead (any length of time). Give each child small sized piece so he can "pound, poke, pull, and knead." Pat flat into small pancake shape and size. Fry in 3/4 in. of hot fat or oil in electric fry pan. Drain on paper towels. Add powdered sugar or cinnamon and sugar while still hot, if desired. Children could have pre-made their own butter to add also. Serves 10.

Cheese Puffs

1 lb. cheese
2 cubes margarine or butter
2 cups flour
pinch of salt

Grate the cheese. Mix the butter with the flour and add the grated cheese. A thick crumbly mixture will result and probably will need to be mixed with hands. Roll into balls. Bake at 400 degrees - 10 min.

Donuts

Refrigerated biscuits - one per child
cinnamon and sugar

Each child receives a biscuit and a bit of flour on which to stretch and flatten the biscuit. Punch a hole in dough with a finger and shape into donut shape (any shape will do). Fry in hot fat about 2 minutes, turning once - an adult job with small children. Drain on paper towels and roll in mixture of cinnamon and sugar. Children can do this.

Carrot Cake

2 cups flour
2 tsp. baking powder
2 tsp. baking soda
2 tsp. cinnamon
1 tsp. salt

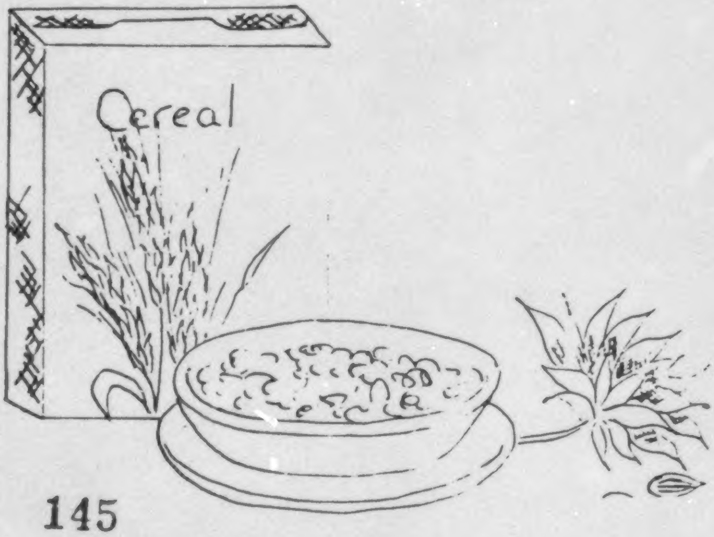
1-1/2 cups oils
2 cups sugar
4 eggs
3 cups grated carrots (the best part)
1 tsp. vanilla

Make the cake mixture first and then grate the carrots. Sift together flour, baking powder, soda, cinnamon and salt and set aside. Combine oil and sugar. Add eggs to mixture and mix well. Gradually add dry ingredients. Add carrots. Pour into baking pan which has been well greased and floured. Bake at 350 degrees - 50-60 min. Ice with cream cheese frosting.

Cream Cheese Frosting

1/4 cup butter
1 - 3 oz. cream cheese, softened
2 cups powdered sugar
1/2 tsp. vanilla

Mix and spread on cooled cake.



Mud Pie Cake

1-1/2 cups sifted flour
1 cup sugar
5 Tbsp. cocoa
1 tsp. soda
1/2 tsp. salt
6 Tbsp salad oil
2 Tbsp. vinegar
1 tsp. vanilla

Measure dry ingredients into sifter with flour and sift into ungreased 9 inch square pan. Make 3 holes in center of dry ingredients. Children add vinegar, oil and vanilla from three separate bowls with tablespoons by spooning into the 3 holes made in the dry ingredients. Pour 1 cup of cold water over the top and children take turns stirring with spoon. Bake at 350 degrees - 25-30 min. Add chocolate chips to hot cake and watch them melt! Or serve with whipped cream.

Ghost Toast

Children make toast (grill or fry pan) and add powdered sugar. Draw the following poem or use a flannel board before or after the snack.

"The Ghost Goes To The Supermarket"

Whang! go the soup cans,
Thump! the potatoes,
Slurp! goes the syrup,
Squish! the tomatoes!

The soda pop slops,
The popcorn scrunches,
The jelly beans bounce,
The sugar crunches!

"I'm just looking for the toast," says the Ghost.

Latkes:

Cheese

1 cup cottage cheese
1 cup flour
1 tsp. baking powder
1/2 tsp. salt
3 eggs, well beaten
1 cup milk

To the beaten eggs, add milk and cheese. Sift dry ingredients together and stir into eggs. Blend until smooth. Drop by spoonfuls into hot fat in an electric fry pan, cooking to delicate brown on both sides. Serve with syrup or butter and powdered sugar. Serves 8.

Potatoe

1/2 cup grated potato
1 Tbsp. grated onion
pinch of salt and pepper
1 Tbsp. beaten egg
1 tsp. matzo meal

Peel and grate potatoes and onion. Drain mixture by placing it in a towel. Place the potato-onion mixture in a margarine tub. Add salt and pepper, matzo meal and egg. Mix vigorously until the ingredients are well combined. Heat cooking oil in skillet until drop of water sputters and evaporates instantly. Drop 1-2 Tbsp. batter into skillet and flatten it into a 2 - 2-1/2" cake. Fry about 2 min. on each side or until golden brown. This recipe is for an individual child.

Hot Dog Wonton

Won Ton noodles - 2 per child (specialty store or Safeway frozen foods)
Hot dogs - 2 per 5 children (cut into pieces)
Beef bouillon cubes - about 2 or use oil instead for crisp result
mustard, catsup, soya sauce or other dips

Children dip fingers in water and smear edges of won ton square. Place piece of hot dog on center of won ton and fold corners together to make a small package. Any fold works but be sure pieces of won ton are wet so they stick together. Adult places won ton in electric fry pan of simmering beef broth (about 1/2 full) or hot oil. Cook 2 to 3 min. Remove with slotted spoon and drain on paper towels. Children also enjoy just frying the won ton skins and dipping them into sauces when done. (However, there is not much child involvement in this technique.)

Slumgullion

1-1/2 lbs. ground beef
1 can whole kernel corn
1 pkg. onion soup
1 can chopped stewed tomatoes
salt and pepper to taste

Give each child a piece of wax paper and some hamburger. Form meat balls and add to pan to brown. Open cans and add different ingredients. Chop stewed tomato pieces before adding. Serve with a bread stick stirrer; warm.

Hot Fruit Soup (Norwegian)

Make this during an activity time or before recess so it can simmer 10-20 minutes and the aroma can permeate the room.

1 small can frozen grapefruit juice and 3 cans of water
1 medium size can of plums
1 can drained apricot halves - sliced
small can crushed pineapple
1 pkg. frozen sliced strawberries
3/4 cup quick cooking tapioca
2 sticks cinnamon and 6 whole cloves
1 can sweet cherries (drained) and 1 cup sugar
1/3 banana per child

In a small group situation, children add canned fruits to cold electric fry pan. Smell, taste, discuss textures, color, shapes. Be sure tapioca goes in before the soup is heated. Cook the soup slowly for about 10-20 minutes or until frozen strawberries are melted and mixture is heated through. Stir occasionally. Ladle into bowls and give each child 1/3 banana to cut up and add to cup. This can be eaten hot or cold, but hot fruit soup makes it more fun. . .

Giant Bread Sticks

3 to 3-1/2 cups flour
1 Tbsp. sugar
1 tsp. salt
2 packages dry yeast
1/4 cup oil
1-1/4 cups hot water

Try using this dough for bread sculpts; children creating whatever they would like, adding pieces together to create a design(?) or picture of... Try tying into theme.

Into a large mixer bowl, blend 1 cup flour, sugar, salt and yeast. Add oil; gradually add hot water. Beat at high speed for 12 minutes. (Not necessary to make recipe work.) Stir in remaining flour. Work into a smooth ball. Roll out sticks. Place on greased cookie sheet. Paint with beaten egg white and salt. Bake at 300 degrees for 30 min.

Sugar Cookies (a good dough for cut-outs)

1-1/4 cup soft butter
2 cups sugar
2 eggs
5 cups flour
1 tsp. salt
4 tsp. baking powder
1 tsp. nutmeg
1/2 cup milk

Cream butter and sugar until fluffy. Sift dry ingredients together and add alternately with 1/2 cup milk. If dough is sticky, add flour to hands. Roll 1/4" thick on well floured pastry cloth or table. Cut. Bake on ungreased baking sheets at 375 degrees for 8 minutes. About 2 dozen. Good to make one batch ahead, let children mix a batch and when the last step of mixing is reached (dough is hard to mix) set aside and use pre-mixed and chilled dough. Dough works better when chilled.

Skeleton Bone Cookies

Beat until smooth:
3 egg whites
1-3/4 cup sugar
1 tsp. baking powder
1/2 tsp. grated lemon peel

Mix thoroughly with:
1-1/2 cup chopped, blanched almonds
1-3/4 cup flour

Flour hands lightly. Shape bones. Place on greased baking sheet. Bake at 375 degrees for 10 to 12 minutes or until light brown.

Homemade Ice-Cream (Ice-Cream Freezer)

4 eggs
2-1/4 cups sugar
5 cups milk
4 cups cream
2 Tbsp. vanilla
1/2 tsp. salt

Beat eggs and add sugar until well mixed. Add other ingredients. Pour into cannister of hand-crank freezer. Layer ice, salt (a handful) (rock salt) ice, etc. Turn the crank until it gets difficult to turn, probably about 20 minutes. Best to cure the ice-cream awhile when it is finished to let it get hard. Cover cannister with newspapers and ice. Usually there is too much excitement to do this and it is soft but good!

Apple Butter

3 qts. canned applesauce
10 cups sugar
1/2 cup vinegar
cinnamon

Combine all ingredients in saucepan and cook until candies dissolve and mixture thickens, 20 to 25 minutes. Pour into hot jars, adjust lids at once and process in boiling water bath (212°F) 5 minutes. Remove and complete seals. Makes 6 pints.

Indian Cornbread

The children ground their own cornmeal, then added a little water, mixed this together, then quickly fried in hot oil. Served with applebutter and honey. Yum-Yum!! The mothers even enjoyed this.

Apple Turnovers

6 to 7 apples
3/4 cup sugar
cinnamon
nutmeg
butter

In 12" square pastry dough, combine one tablespoon above ingredients. Dot with butter, fold in a triangle, press fork around edges. Bake at 400°, 15 to 20 minutes or until golden brown.

Sugar Cookies

1-1/2 cups sifted powdered sugar
1 cup soft margarine or butter
1 egg
1 teaspoon vanilla

2-1/2 cups flour
1 teaspoon soda
1 teaspoon cream of tarter

Cream butter, sugar, egg and vanilla. Add rest of ingredients to creamed mixture. Refrigerate 2 to 3 hours. (Baking instructions were not inlcuded in rough draft.)

Date Rice Crispie Balls

1 egg, beaten
1 cup sugar (granulated)
1 cup chopped dates (8 oz. box)
1 stick margarine
1 tsp. vanilla

Mix above ingredients well and cook 10 minutes in saucepan over medium heat. Remove from heat and pour in 1 cup chopped nuts and 2 cups rice crispies. Shape into small balls and roll in powdered sugar.

Party Cheese Ball

2 (8 oz.) pkgs. Philadelphia cream cheese
2 c. (8 oz.) shredded sharp cheddar cheese
1 T. each of chopped pimiento, chopped onion and chopped green pepper
1 t. lemon juice
Finely chopped nuts (pecans or walnuts)

Combine softened cream cheese and cheddar cheese, mixing well. Add remaining ingredients, mix well. Chill. Shape into ball (or heart, etc.); roll in chopped nuts.

Pizza

Dough:

1 pkg. active dry yeast
1/4 cup warm water (105°-110°F)
1/4 teaspoon salt
1/2 cup lukewarm water
1-3/4 (Approx.) cup sifted all purpose flour

Soften yeast in warm water (105°-110°F). Combine salt and lukewarm water. Beat in 1/2 cup flour. Blend in softened yeast; stir in 1-1/4 cups flour (or enough to make a moderately stiff dough). Turn out on lightly floured surface. Knead 10-15 minutes, working in remaining flour. Dough should be elastic. Let dough rise in warm place 1 hour.

Sauce:

1 (8 oz.) can tomato sauce
1/2 teaspoon salt
1/2 teaspoon oregano-crushed
1/4 teaspoon pepper

Mix together.

Put Together:

Press dough out on greased pizza pan. Let set for 5 minutes. Spread sauce on dough. Add ham, pineapple (20 oz. can) and mozzarella cheese (1/2-1 lb.). Bake in 350° oven for 20 minutes. (Cheese melted and lightly browned and bread lightly browned.)

Soft Pretzels

1 pkg. yeast
1-1/2 cups warm water
1 teaspoon salt
1 tablespoon sugar
4 cups flour*
1 egg, beaten
coarse salt (Kosher type) (NOT ROCK SALT)

Measure warm water into large bowl. Sprinkle on yeast and stir until it looks soft. Add salt, sugar and flour. Mix and knead dough. Every child gets a small ball of dough to roll and twist into letters, numerals, snakes and things. Grease cookie sheets. Lay twisted pretzels on cookie sheets. Brush pretzel with beaten egg and sprinkle with coarse salt. Bake at 425° for 12 to 15 minutes.

*I use a stickier dough - 3-1/2 c. flour; put flour on hands.

Cranberry Wobbler

1-1/2 cup ground fresh cranberries
1/2 cup sugar
2 pkgs. (3 oz. each) jello gelatin (orange or lemon)
1/4 tsp. salt
2 cups boiling water
1-1/2 cups cold water
1 Tbsp. lemon juice
1/4 tsp. cinnamon
1/8 tsp. cloves
1 orange, sectioned and diced
1/2 cup chopped almonds or walnuts

Combine cranberries and sugar - set aside. Dissolve gelatin and salt in boiling water. Add cold water, lemon juice, cinnamon and cloves. Chill till thick. Fold in cranberries, orange and nuts. Spoon into mold. Chill.

Refrigerator French Bread

2-1/2 cups water
2 Tablespoons butter
6-1/2 cups all purpose flour
2 pkgs. (1/4 oz. each) active dry yeast
1 Tablespoon sugar
1 Tablespoon salt
Salad oil
Cold water
1 egg white
1 Tablespoon water

Heat water and butter to 120°F. Combine 3 cups flour, yeast, sugar, salt and warm water mixture. Mix thoroughly. Gradually add enough remaining flour to form a stiff dough. Knead with greased bowl, turning once and awhile to grease top. Cover and let rise in a warm place 30 min. Punch down and divide into 2 equal parts. Roll each into 15" x 18" rectangles on floured board. Roll up tightly jelly roll style beginning with long side. Seal ends well. Place seam down diagonally on greased baking sheet. Brush with oil. Cover. Refrigerate 2 to 24 hours. When ready to bake, let stand 10 min. Brush breads with egg white and water. Slash tops diagonally in 2" intervals. Bake in preheated 400° oven 30 to 40 minutes. Cool on rack.

Nuts and Bolts

1/2 cup butter, margarine, oil
4 teaspoons worcestershire sauce
1 teaspoon salt or garlic salt
2 cups Cheerios
2 cups Corn Chex or croutons
2 cups peanuts or mixed nuts
2 cups pretzel sticks or Twix cheese crackers

Preheat oven to 250°. In roasting pan, melt butter, mix in worcestershire sauce and salt in oven. Remove pan, add Nuts and Bolts, stir till coated. Bake 15 min. to 1/2 hour - stir more if you like. East or spread on paper towel to draw off excess oil. Serve warm or store in covered container. May be frozen.

Bran Apple Cookies

1 cup whole wheat flour
1/2 cup sugar
1 tsp. cinnamon
1/4 tsp. soda
1 cup shredded cheddar cheese
1 egg, beaten
2 cups 40% bran flakes
1 cup shredded apple
1/4 cup melted margarine

Combine flour, sugar, cinnamon, and soda. Add cheese, cereal, and apple, mix lightly. Add margarine and egg, mixing just until moist. Drop rounded teaspoonfuls of dough onto ungreased cookie sheet. Bake at 350° for 12-15 minutes.

Kristin's Bran Muffins

3 cups bran
1 cup boiling water
2 eggs, beaten slightly
2 cups buttermilk (or milk)
1/2 cup salad oil
1 cup raisins
2-1/2 tsp. soda
1/2 tsp. salt
1 cup sugar
2-1/4 cup flour

In large bowl mix bran in water, stirring to moisten evenly. Set aside until cook, then add up to and blend well. Stir together remaining ingredients, then mix into bran mixture. Bake now or refrigerate, tightly covered, for up to 2 weeks. Stir batter evenly to distribute fruit before using. Spoon into muffin cups, filling 3/4 full. Bake at 425° for about 20 minutes.

Try other fruites-dates, etc.

Granola

6 cups rolled oats
1-1/4 cup shredded coconut
1 cup wheat germ
3/4 cup shelled sunflower seeds
3/4 cup cashews
1/2 cup sesame seeds

COMBINE

1/2 cup honey
1/3 cup water
1 tsp. salt
1-1/2 tsp. vanilla

COMBINE-pour over
oatmeal mixture.
Stir well to coat.

Spread on two greased baking sheets. Bake at 350° for 30 minutes, stirring frequently. Cool. Add 1 cup raisins.

Granola Bars

3/4 margarine
1/3 cup brown sugar
1 tsp. vanilla
1/2 tsp. salt
3 eggs
4 cup granola

Melt margarine. Add sugar, then vanilla, salt, eggs. Beat until smooth. Stir in granola. Press into 9 x 13 pan. Bake at 400° 15-20 minutes.

French Valentine Toast

As you might have guessed, this is just regular French toast with the bread cut with a cookie cutter. Let the child do the cutting. Cook as usual and top with butter and powdered sugar or raspberry jam.

Spinach Cakes

Cook and drain one package of frozen spinach. While spinach is cooling, sautee one chopped onion in margarine (5 minutes). Combine spinach, onions in a bowl with 1/4 cup dry bread crumbs. Season with salt and pepper and add two well beaten eggs. Drop spoonfuls of mixture into a hot greased frypan and fry on both sides until lightly brown.

Pink Deviled Eggs

Hardboil 4 eggs. Remove shells and cut the eggs in half lengthwise and scoop out the yolks into a small bowl. Pour the juice from a can of beets into a cup. Dip each egg white half into the cup for one minute. Remove and turn upside down on a paper towel.

Mix egg yolks with a tablespoon of mayonaise and 1/2 teaspoon of mustard.

*Have no fear, the eggs do not taste like beets.

Banana Pops

Stick banana halves onto popsicle sticks. Dip bananas into a mixture of lemonade or 1/4 cup lemon juice and 1/4 cup hot water. Roll bananas in crushed graham cracker crumbs. Place on wax paper and freeze.

Snack On A Handle

Have child spear nibbles such as cubes of cheese, meat or fruit on straight pretzels. More fun to eat this way.

Cheese Popcorn

Melt 1/4 cup butter and stir in 1/4 cup very dry grated cheddar cheese. Pour over 3 cups hot, freshly popped corn and stir until every kernel is coated. Salt lightly and sprinkle with more cheese.

Janelle's Favorite Dip For Raw Vegetables

1 cup mayonaise
1 cup sour cream
1 pkg. Uncle Dan's Original Southern Dressing

Add one can shrimp, drained and chopped up, with fork. Serve with tray of raw vegetables.

Banana Bread

2 cups sugar
1/2 cup shortening, butter
2 eggs
3 cups flour
1-1/2 tsp. baking soda
2/3 cup sour milk or buttermilk
3 ripe bananas
1/2 cup nuts (optional)
pinch of salt

Mix in order given. Add soda to sour milk, then add to mixture. Mash bananas before adding to mix. Bake in two loaf pans - or tube pan - in slow oven at 325° for an hour or longer until done.

Orange Juice - Yogurt Popsicles

6 oz. can orange juice concentrate
8 oz. container of plain yogurt
1/2 tsp. vanilla

In blender mix ingredients together. Put in popsicle molds and freeze until firm.

Sonja's Molasses Oat Cookies

1-1/4 cups whole wheat flour
3/4 tsp. baking soda
1/2 tsp. baking powder
1 tsp. cinnamon
1-1/2 cups rolled oats
1/2 tsp. ginger
1/2 cup molasses
1/2 cup margarine, softened
1/4 cup honey
2 eggs
1 cup raisins
1 cup chopped nuts

Mix dry ingredients, add the rest, blending after each. Drop heaping teaspoonfuls on ungreased pan. Bake at 350° for 12 minutes.

Crunchy Critters (a nutty, fruity cookie)

1 cup trail mix (or any nut mixture)
1/2 cup dried mixed fuit (Sun Maid Fruit Bits)
3 ripe bananas (smashed)
1 tsp. vanilla
1/4 cup vegetable oil
3 cups rolled oats
1/2 tsp. salt
1/2 tsp. cinnamon

Chop the nut mixture in a blender and pour it into a large bowl. Chop the fruit mixture in a blender also and add to nut mixture. Add remaining ingredients.

Stir the ingredients thoroughly, allowing time for the oat mixture to absorb the moisture. Spoon the mixture onto an ungresed cookie sheet and flatten each cookie with a fork. Bake for 20 minutes at 350°. Makes 4 dozen cookies.

Little Dogs

Cut hot dog down the middle and fill with cheese slice. Wrap in crescent dinner roll and bake until brown.

Flour - Salt Finger Paint

2 cups flour	2 tsps. salt
3 cups cold water	2 cups hot water

Mix salt and flour. Pour in cold water and beat until smooth. Begin heating on very low temperature while heating hot water. Gradually raise the temperature - when medium heat reached should be ready to add hot water. When consistently thick remove. Add food coloring. Gets thicker as it cools - Never cook higher than medium heat!

From The Sourcebook by
George W. Maxim

Bird's Nest Salad

4 medium to large carrots (grated)
1 can Chinese noodles
mayonaise (enough to moisten)

grapes, peas,
raisins

Have children grate carrots and mix with noodles and mayo. Put a mound of this salad on a plate and push in the middle to form a nest. Place "eggs" in nest. Eat!

Cherry Delight

Mix one small package of cherry Jello with 1 cup boiling water. Refrigerate until firm. Mix Jello in blender with one small carton of plain yogurt. Yummy!!

Orange Julius

6 oz. can frozen orange juice concentrate
1 cup milk
1 cup water
1/2 cup sugar
12 ice cubes

Combine all ingredients in blender container except ice cubes. While blending to smooth, add ice cubes. Serve immediately. Makes about 6 cups.

FRUIT

CHILDREN'S COOKBOOKS

Asher, Spring and Chambers, Wicke: THE LIP-SNACKIN' JOKE-CRACKIN' COOKBOOK FOR KIDS, Racine, Wisconsin, 1974, Western Publishing Company, Inc. (Golden Press). A cookbook for older kids with food fixin's, food facts and food funnies with whimsical illustrations.

Ault, Roz and Uraneck, Liz: Parents Nursery School, KIDS ARE NATURAL COOKS, Boston, Mass., 1974, Houghton, Mifflin. Excellent ideas for preschool teachers. Recipes tested in nursery school showing how much fun and learning the very youngest children can derive from a really adventurous cooking program. Simple recipes based on natural foods with information on nutrition and basic cooking techniques.

Bruno, Janet and Daken, Peggy: COOKING IN THE CLASSROOM, Belmont, Calif., 1974. Lear Siegler, Inc. Fearon Publishers. Recipes are picture coded for easier use for readers. Excellent selection with each recipe including questions to think about.

Cadwallader, Sharon: COOKING ADVENTURES FOR KIDS, Boston, Mass. 1974. Houghton Mifflin Company. An inviting health food collection of simple receipes written for school age children by the author of the adult Whole Earth Cookbook.

Crocker, Betty: COOKBOOK FOR BOYS AND GIRLS, Racine, Wisconsin, 1975. Western Publishing Company, Inc. New and revised with beautiful photographs and illustrations geared to fourth grade and up for independent use but with usable ideas for preschoolers.

Goodwin, Mary T. and Pollen, Gerry: CREATIVE FOOD EXPERIENCES FOR CHILDREN, 1974, Center for Science in the Public Interest. This is a resource book with includes suggested activities for expanding the food and nutrition curriculum, fun with food learning activities, a guide to involving children in food experiences and recipes.

Perreira, Nancy J., THE MOTHER CHILD COOKBOOK, Menlo Park, Calif., 1969. Pacific Coast Publishers. Excellent, well thought out, and organized cooking program with an approach which introduces cooking to the young child at his level, in nursery school, head start, kindergarten, or home.

Stein, Sara Bonnett: THE KIDS' KITCHEN TAKEOVER, New York City, 1975. Workman Publishing Company. An excellent CREATIVE approach for older children (fourth grade and up) on how to "mess around in the kitchen and cook up a storm." Things to cook, make, grow, and do in and out of the kitchen.

Wilms, Barbara: CRUNCHY BANANAS, Salt Lake City and Santa Barbara, 1975. Sagamore Books. Recipes are organized on a one child basis with just enough ingredients so that there is only enough for one person. It is organized to be used in a free choice time with three and four year olds, working on a one-to-one basis or by themselves.

NUTRITION REFERENCES

When You Drink, Your Unborn Baby Does, Too!, The National Foundation/March of Dimes

Pack-A-Sack (Lunch), Washington State Department of Social and Health Services

It All Depends On You!, National Dairy Council

Food Before Six, National Dairy Council

How You Can Help Your Child Enjoy Food and Develop Good Eating Habits, Washington State Department of Social and Health Services

The Nibbler, Washington State Dairy Council

Food For the Preschooler, Volume I, Washington State Department of Social and Health Services

Food For The Preschooler, Volume II, Washington State Department of Social and Health Services.

Food For The Preschooler, Volume III, Washington State Department of Social and Health Services.

Managing Your Child's Behavior Through Nutrition

If you are concerned about the amount of refined carbohydrates (sugar and flour) your family consumes and you wish to reduce it by altering your favorite recipes - or by finding new ones - the following books and cookbooks will provide you with much useful information. Most of the books are available in local bookstores or health food stores. Several are in the public library.

David, Adelle. *Let's Cook It Right*. New York: Harcourt Brace and World, 1962.

Davis, Francyne. *Low Blood Sugar Cookbook*.

Duffy, William. *Sugar Blues*. New York: Warner Books, 1975.

Ewald, Ellen B. *Recipes for a Small Planet*.

Fredericks, Carlton, Ph.D. and Herman Goodman, M.D. *Low Blood Sugar and You*. New York: Grosset & Dunlap, 1976.

Hunter, Beatrice Trum. *Natural Foods Cookbook*. New York: Simon and Schuster, 1961.

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Liepmann, Lise. *Your Child's Sensory World*. New York: Dial Press, 1973.

Martin, Faye. *Naturally Delicious Desserts and Snacks*. Emmaus, Penna.; Rodale Press, 1978.

Passwater, Richard. *Super Nutrition*. New York: Dial Press, 1975.

Smith, Lendon H. (M.D.) *Improving Your Child's Behavior Chemistry*. Englewood Cliffs, J.J.: Prentice-Hall, Inc., 1976.

Hewitt, Jean. *New York Time's Natural Foods Cookbook*. New York: Quadrangle Books, 1971.

Prevention Magazine. Rodale Press, Emmaus, Penna.

Feingold, Ben and Feingold, Helen. *Feingold Cookbook For Hyperactive Children*.

Deutsch, Ronald, *The Family Guide to Better Food and Better Health*. New York: Bantam Books, Inc., 1973. $1.95.

Food Is More Than Just Something to Eat, Nutrition, Pueblo, Colorado 81009. No charge.

Nutrition Services, General Mills, Inc., *How to Feed Your Family To Keep Them Fit and Happy ... No Matter What*. New York: Golden Press, 1973. $1.50.

The Road to Good Health. Yakima: Yakima Home Economics Assn., P. O. Box 2424, Yakima, WA 98902, 1974. $2.00.

Stare, F.J., *Eating for Good Health*. New York: Cornerstone Library. 1969. $1.45 paperback.

White, P. L., and Selvery, N., *Let's Talk About Food*, Acton, Mass. 01720: Publishing Sciences Group, Inc., 1974. $6.95.

Nutritive Value of Foods, U.S.D.A. Home and Garden Bulletin #72, Washington, D.C.: U.S. Government Printing Office, 1971. 85¢.

Your Calorie Catalog ... Accenting Protein, Washington State Dairy Council, 2366 Eastlake Avenue East, No. 206, Seattle, WA 98102. No charge.

Infant Feeding Guide for Parents, Grandparents, Babysitters, etc., Department of Social and Health Services, Health Services Division, P. O. Box 1788, MS 3-1, Public Health Building, Olympia, WA 98504. No charge.

Kim Likes to East, *Food Helps Kim Grow*, *Kim Remembers to Wash*, and *Kim Helps Care For Food*. Yakima: Yakima Home Economics Assn., P. O. Box 2424, Yakima, WA 98902, 1973. pamphlet, 50¢ each.

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Better Homes and Gardens, Eat & Stay Slim, Des Moines, Iowa: Better Homes and Gardens Books, Meredith Corp., 1968. $1.95

tewart, Richard B., and Davis, Barbara, Slim Chance in a Fat World (condensed edition). Champaign, Illinois: Research Press Company, 1972. $3.00.

Diet For A Small Planet, Lappe, F.M., Friends of the Earth, Ballantine Books, 101 Fifth Ave., New York, NY 10003, 1971. $1.25 paperback.

Eshleman, Ruthe and Winston, Mary, The American Heart Association Cookbook, New York: David McKay Company, Inc., 1975. $11.95. Ballentine Books, 1976. $2.25 paperback.

Seventh Day Adventist Dietetic Assn., About Nutrition, Nashville, Tn: Southern Publishing Assn., 1971. $3.95 paperback.

CHILDREN'S BOOKS

GREEN EGGS & HAM, Dr. Suess
IN THE NIGHT KITCHEN, Maurice Sendak
WHERE THE WILD THINGS ARE, Maurice Sendak
A CHOCOLATE MOOSE FOR DINNER, Fred Gwynne
THE GINGERBREAD MAN, Folktale
KANGAROO STEW, Norman Bidwell
LITTLE RED HEN, Paul Galdone
RICHARD SCARRY'S PLEASE AND THANK YOU
STONE SOUP, McGovern
WHAT DO YOU SAY DEAR?, Sesyle Joslin
BLUEBERRIES FOR SAL, Robert McCloskey
HOW A SEED GROWS, Helen Jordan
CLAY DOUGH, PLAY DOUGH, Goldie Chernoff
GROWING PLANTS FROM FRUITS AND VEGETABLES, Jane Scholinsky
BIG BOOK OF RECIPES FOR FUN, Carolyn Buhai Haas
COME AND GET IT: A NATURAL FOODS COOKBOOK FOR CHILDREN, Kathleen M. Baxter
CREATIVE FOOD EXPERIENCES FOR CHILDREN, Mary T. Goodwin & Gerry Pollen
SNACKERS, Maureen & Jim Wallace
KIDS COOKING WITHOUT A STOVE, Aileen Paul
TAMING THE C.A.N.D.Y. MOSTER, Vicki Lansky
NATURAL SWEETS & TREATS, Ruth Laughlin
LOVE AT FIRST BITE:...., Jane Cooper
KIDS ARE NATURAL COOKS, Parent's Nurersy School
JOHNNY'S EGG, Earlene Long
MY KITCHEN, Harlow Rockwell
THE SUPERMARKET, Anne and Harlow Rockwell
THE CARROT SEED, Ruth Krauss
BREAD AND JAM FOR FRANCIS, Russell Hoban
LET'S GROW A GARDEN, Gyo Fujikawa

EVERYONE GROWS AT DIFFERENT RATE -- SOME OF US FASTER THAN OTHERS -- BUT WE ALL GROW BEST WHEN WE EAT RIGHT.

THE EASIEST WAY TO GET BALANCED MEALS IS TO CHOOSE AT LEAST ONE FOOD FROM EACH OF THE FOUR FOOD GROUPS AT EVERY MEAL. GOOD EATING HABITS LEARNED WHILE YOUNG CONTRIBUTE PROPER ATTITUDES TOWARD DIET AND HEALTH AS ONE GROWS OLDER.

BREADS AND MUFFINS

APPLE MUFFINS

1 cup raw honey
1 cup oil
4 eggs
2-1/2 cups whole wheat flour
2 tsp. baking powder
1/2 tsp. salt
a tsp. allspice
1 tsp. nutmet
1 tsp. cinnamon
1/2 cup instant dry milk powder
1-3/4 cup grated apple, including peel (about 2 large apples)
1 tsp. vanilla
raisins and chopped nuts

Beat the honey, oil, and eggs.
Mix all dry ingredients. Add to honey mixture. Stir well.
Add and fold together the apples and vanilla, and the raisins and nuts.
Bake at 400° for 12 minutes in greased muffin tins.

Yield: 24 Muffins

BONANZA BREAD

contributed by: Sheila Mickel

1 cup sifted all-purpose flour
1 cup whole wheat flour
1/2 tsp. salt
1/2 tsp. baking soda
2 tsp. baking powder
2/3 cup nonfat dry milk powder
1/3 cup wheat germ
1/2 cup firmly packed brown sugar
1/4 cup chopped walnuts
1/2 cup raisins
1/2 cup chopped unsalted dry roasted peanuts
3 eggs
1/2 cup vegetable oil
1/2 cup molasses
3/4 cup orange juice
2 medium size bananas (mashed=1 cup)
1/3 cup chopped dried apricots

Combine flours, salt, soda, baking powder, dry milk, wheat germ, sugar, nuts and raisins in a large bowl; blend thoroughly with fork.

Whirl eggs in electric blender until foamy.
Add oil, molasses, orange juice and bananas, whirling after each addition.

Add apricots and whirl just to chop.

Pour mixture into bowl with dry ingredients. Stir just until moist.

Pour mixture into 2 standard sized greased loaf pans, or in muffin cups at 350° for 20 minutes. One-half recipe makes 18 muffins.

Bake in a slow oven (325°) for 1 hour until center is firm when pressed.

Serve with cream cheese or homemade butter.

BRAN MUFFINS

2 cups bran cereal
1/2 cup molasses
1-1/4 cups milk
1 egg
1 cup flour
1 tsp. soda
1/2 tsp. salt
1/2 cup raisins

(Recipe can be doubled if necessary)

Combine bran, milk and molasses. Let stand till mosture is taken up, add egg and beat well.
Add flour, soda and salt. Mix. Add raisins, then add to bran mixture.
Stir only until combined.

Fill muffin cups 2/3 full.

Bake at 400° for 25 minutes.

HONEY BRAN MUFFINS

contributed by: Pat Valison

Mix in large bowl:

3 cups bran
1 cup boiling water. Let stand.

In medium bowl mix:

2 eggs
1 cup honey
2 cups buttermilk (or use homogenized milk with about 1-1/2 tsp. lemon juice added)
1/2 cup oil

Add this mixture to the bran mixture.

Sift and fold into bran mixture:

2 cups whole wheat flour
1/2 cup soya flour
2-1/2 tsp. soda
1/2 tsp. salt

Pour into greased muffin tins. Do not use paper liner cups if you want to eat muffins warm.

Bake at 375° for 15 minutes.

Unused batter will keep about 2 weeks in covered contained in refrigerator.

HONEY WHOLE WHEAT BREAD

contributed by: Dianne Roach

4 cups whole wheat flour
1/2 cup nonfat dry milk powder
1 Tbl. salt
3 pkgs. active dry yeast
3 cups water
1/2 cup honey
2 Tbl. cooking oil
3-1/2 to 4 cups all-purpose flour

Mix 3 cups whole wheat flour, milk, salt and yeast in large mixing bowl. Heat water, honey and oil until warm (115°-120°).

Add to flour mixture.

Beat 1/2 minute on mixer using low speed, then increase to medium speed for 3 minutes.

By hand, stir in remaining cup of whole wheat flour and the all-purpose flour to make a moderately stiff dough.

Knead for 5 minutes.

Divide in half and place in oiled bowls to raise. Cover.
Punch down and shape into loaf, place in oiled pans.

Cover, let raise til double (45 minutes).

Bake at 375° for 30-35 minutes.

WHEAT GERM/CORN GERM MUFFINS

Sift into mixing bowl:

1 cup sifted whole wheat flour or 1 cup sifted corn meal
1 tsp. salt
3 tsp. baking powder
1/4 cup nonfat powdered milk
1 cup wheat germ

Add and stir only enough to moisten:

1 cup sweet or sour milk, or buttermilk or yogurt
2 eggs
1/4 cup honey or dark molasses
2 Tbl. vegetable oil

Fill paper baking cups or well greased muffin tins 2/3 full.

Bake at 375° -- 15 to 20 minutes or until brown.

WHOLE WHEAT ROLL ANIMALS

1 pkg. active dry yeast
1 cup warm water (about 110°)
1 Tbl. molasses
1 Tbl. salad oil
1 tsp. salt
1/4 cup wheat germ
1-3/4 cups whole wheat flour, unsifted
About 1-1/4 cups all-purpose flour, unsifted
1 egg yolk mixed with 2 tsp. water

Dissolve the yeast in the water. Add the molasses, oil, salt, wheat germ, and whole wheat flour. Beat well to blend.

With a wooden spoon or heavy duty mixer, gradually beat in enough of the all-purpose flour (about 1 cup) to form a stiff dough.

Turn dough out onto a floured board and knead until smooth and elastic, about 5 minutes. Turn dough over in a greased bowl, cover, let rise in a warm place until doubled, about 1-1/2 hours.

Punch down dough, then divide into 7 pieces. Form shapes on a lightly floured board. Create your own shapes such as an octopus, fish, snake, snail, butterfly, turtle. Keep unshaped dough lightly covered.

Place rolls about 2 inches apart on well greased baking sheets. Cover lightly and let rise in a warm place until puffy, about 25-30 minutes.

It's easier if you let the first 2 or 3 rolls rise while you shape the others; then bake in batches.

Before baking, brush each roll lightly with the yolk-water mixture.

Bake in a 400° oven for about 15 to 20 minutes or until nicely browned. Transfer to wire racks.

Serve warm, cooled, or reheated.

To reheat, place rolls on a baking sheet; heat uncovered, in a 350° oven for about 10 minutes or until warmed.

CANDY

CAROB CONFECTION

contributed by: Ann Hansen

1/2 cup carob powder
1/2 cup honey
1/2 cup peanut butter
1/2 cup wheat germ
1/4 cup powdered milk
1/4 cup soya grits or soyflour

Mix together. Form into balls.
Roll in unsweetened cocunut crumbs. Chill.

CHEWY YUM-YUMS

contributed by: Terry McDonnell

1 cup chopped nuts
1/ cup chopped dates
1/2 pkg. miniature marshmallows
24 crushed graham crackers
1 can Eagle brand milk

Mix all ingredients together in a large bowl.
Form into balls. Roll in fine coconut.

CRUNCHIE MUNCHIES

1 cup crunch style peanut butter
1/3 cup honey
1/2 cup raisins or nuts

Mix all ingredients together with a fork.

Serve as a filling between graham crackers.

SUNSHINE FUDGE

1/2 cup honey
1/2 cup peanut butter
1/3 cup sunflower seeds
1/3 cup chopped nuts
1/3 cup raisins
1 cup powdered milk

Melt honey and peanut butter over low heat. Mix.
Remove from stove. Add remaining ingredients.
Mix well.
Press into 8" x 8" pan.
Refrigerate and cut into small squares.

POPCORN TREATS

16 cups popped corn
1-1/2 cups peanuts
1 cup raisins
2 cups honey
1 Tbl. vinegar
1 Tbl. margarine or butter

Combine popped corn, peanuts and raisins.
Cook honey, vinegar and butter or margerine over medium-low heat until soft crack stage (290°).

Pour honey mix over corn mix. When cool enough to handle, press into buttered 15-1/2" x 10-1/2" x 1" baking pan.

Cut into squares.

Chill well before serving.

Makes 72 pieces.

CEREALS

CHEESY WHEATS

contributed by: Sharon Wagner

4 cups sppon-size shredded wheat
1/2 cup (stick) margarine
1 cup shredded cheese (cheddar, etc.)

In a large saucepan, melt margarine.
Add cheese.
When the cheese begins to melt, add shredded wheat.
Toss to coat well.

Refrigerate if not to be eaten within an hour or two.

Recipe can be doubled.

I got this recipe from a great book called "Feed Me, I'm Yours!" by Vicki Lansky - Meadowbrook Press.

"It has delicious, nutritious and fun things to cook for your kids."

GRANOLA

2-1/2 cups old fashioned rolled oats
1 cup shredded coconut
1/2 cup coarsely chopped almonds
1/2 cup sesame seeds
1/2 cup sunflower seeds
1/2 cup unsweetened wheat germ

In a large bowl, combine the above ingredients.

In a separate bowl, combine:

1/2 cup honey
1/4 cup cooking oil

Stir into oat mixture.

Spread out in 13" x 9" x 2" baking pan.
Bank in 300° oven until golden brown (approximately 45 minutes).

Stir with a spatula every 15 minutes.

Cool and store in lightly covered container.

Serve as a snack or a topping for fruit.

WHEAT GERM BANANAS

contributed by: Phyllis King

Bananas
Wheat Germ
Peanut Butter
Cereal
Cheese (grated)

Bananas can be dipped directly into the wheat germ and eaten, or spread with peanut butter and then with wheat germ.

You can spread the bananas with peanut butter and then roll in crushed cereal.

Roll the banana in wheat germ and then shredded cheese.

With this recipe, you can experiment with different ingredients.

COOKIES AND CAKES

AGRESSION COOKIES

3 cups oatmeal
1-1/2 cup brown sugar
1-1/2 cup flour
1-1/2 cup margarine
1-1/2 tsp. baking powder

Dump all ingredients in a large bowl.

Mash it! Knead it! Pound it!

The longer and harder you mix it -- the better it tastes.

Roll into small balls.

Bake on cookie sheet at 350° for 10-12 minutes.

DREAM BARS

contributed by: Patt Morrison

2 cups white sugar
1/2 cup milk
3 Tbs. cocoa
1/2 cup butter

Boil the above ingredients for 1 minute.

Add:

1/2 cup peatnut butter. Mix well.

1 tsp. vanilla.

Pour mixture over 3 cups rolled oats.
Mix well.

Drop on waxed paper.

Makes about 35 dream bars.

GRANOLA DROP COOKIES

contributed by: Stella Cameron

1/2 cup soft shortening
1 cup firmly packed brown sugar
1 egg
3 Tbl. milk
1 tsp. vanilla
1-1/4 cup flour
1/2 tsp. soda
1/4 tsp. salt
2 cups Granola (the fruit mixture Granola tastes better)

Beat shortening, egg, sugar, milk and vanilla together until creamy.

Sift together flour, soda and salt.
Add to creamed mixture. Blend well.

Stir in Granola.

Drop by teaspoon onto greased cookie sheet.

Bake in preheated 350° oven for 10-12 minutes.
Makes about 3 dozen.

HONEY ORANGE COOKIES

contributed by: Marylouise Hanf

1-1/4 cup whole wheat pastry flour
1 tsp. baking powder
1/4 tsp. salt
1/2 tsp. cinnamon
1/2 cup butter or margarine
1/2 cup honey
2 eggs
2 Tbl. orange juice
grated rind of 1 orange
1 cup oatmeal
1/2 cup chopped nuts

Mix the flour, baking powder, salt and cinnamon.

Beat the butter, honey, and eggs well.
Add juice and rind.

Stir in the flour mixture. Stir in the oatmeal and nuts.

Drop the dough by teaspoons onto an oiled baking sheet.

Bake 10-12 minutes at 350°.

Makes about 3 dozen.

PEANUT BUTTER COOKIES WITH A DIFFERENCE!

contributed by: Marie Barnhart

In large bowl, beat with electric mixer until creamy and light:

1/2 cup oil
1 cup honey

Add and continue beating:

1/3 cup peanut butter

Beat in:

2 eggs (beaten)
1/2 cup instant dry milk
2 tsp. baking powder
1/2 tsp. salt
1 tsp. cinnamon
1/2 tsp. mace
1/4 tsp. cloves

Stir in by hand:

1/2 cup rolled oats
1/2 cup raisins
3/4 cup whole wheat flour

Make sure everything is well blended.

Drop by teaspoon on an ungreased cookie sheet.
Bake 10-12 minutes at 325°.

Makes about 30 cookies. (1 cookie = approx. 2g of usable protein)

PEANUT BUTTER COOKIES

1 cup sugar
1 cup peanut butter
1 egg

Mix until creamy.

Roll into balls and flatten with fork.

Bake 325° about 9 minutes.

NOTE: watch carefully as these cookies burn easily.

PARTY CONES

contributed by: Anne Herbert

1 pkg. cake mix (your choice)
1 pkg. flat-bottomed ice cream cones

Mix cake mix as directed.

Wrap foil around flat-bottomed ice cream cones and set in muffin pan.

Fill wrapped cones half full with cake mixture.

Bake 22 minutes at 350°.

Let cool. Top with favorite ice cream, frosting or both.
These may also be individually decorated by each child for Christmas, Easter, or birthday celebrations.

These cones are easily handled by the children and they're all the same. No corner cones with more frosting!

RACHEL'S NO COOK COOKIES

contributed by: Ben Toner

1/2 cup chopped dates or any dried fruit
1 tsp. vanilla
2 tsp. cinnamon
1 cup rolled oats
1/2 cup wheat germ
1/2 cup shredded apple or carrot
1/4 cup chopped raw cashews (any nuts or seeds)
1/4 cup apple juice (or mashed banana). if mix is too dry, add a teaspoon of water at a time until mixture holds together.
1/4 cup oil

Break off small amounts and roll in wheat germ or powdered milk, coconut, powdered nuts, etc.

Then they may be flattened or left in a ball.

SESAME SEED HONEY BALLS

contributed by: Frances McDowell

1/4 cup butter
1/2 cup seame seeds
1 cup grated coconut
1/2 tsp. vanilla
1/4 cup honey

Melt butter in fry pan over low heat.
Stir in sesame seeds and coconut.

Stir the mixture over low heat for five minutes.
Turn off heat and add vanilla and honey.

Put the candy in the refrigerator for one hour.
When it is chilled, roll into balls.

Keep candy refrigerated.

Makes about 3 dozen pieces.

SOY OATMEAL COOKIES

1/2 cup oil
3/4 cup honey or molasses
2 eggs
1/2 tsp. salt
1 tsp. cinnamon
1 tsp. nutmeg
1 Tbl. vanilla
1/2 cup shredded coconut
1/2 cup soy flour
1/2 cup dry milk
1/2 cup wheat germ
1/2 cup nuts or seeds
1/2 cup wheat flour
1/2 cup oatmeal

Drop by teaspoon onto oiled cookie sheet.

Bake at 350° for approximately 8 minutes.

FRUIT

INSTANT FRUIT PUDDING

2 ripe bananas
1/2 cup applesauce
2 Tbl. peanut butter
2 Tbl. honey

Peel bananas and cut into little pieces in bowl.
Mash with potato masher until smooth.

Stir in applesauce, peanut butter and honey. The exact amounts aren't too important. You can vary them according to your taste.

Stir up mixture until it is smooth; use a wire whisk if you have one.

Serve at once or chill.

Top with a sprinkle of ground cinnamon, if desired.

ORANGE JULIUS

contributed by: Victoria Maxwell

1 - 6 oz. can frozen juice
1 cup milk
1 cup water
1/4 cup sugar (not really necessary)
1 tsp. vanilla
12 ice cubes

Put all ingredients into blender and beat.

Add bananas, fresh oranges or pineapple.

STRAWBERRY MONKEY JUICE

contributed by: Marie Barnhart

1 - 16 oz. package frozen (or fresh) strawberries
juice of 2 limes
2 bananas
1/4 cup undiluted frozen orange juice (or joice of 3 oranges)

Fill blender to top line with cold water. (optional: cracked ice)

Blend strawberries, lime juice, bananas, orange juice and water in blender until smooth.

Add cracked ice if desired. Blend again.

JELLO

KNOX BLOX OR FINGER JELLO

4 envelopes Knox flavored gelatine
3 pkg. (3 oz. size) flavored gelatine (Jello)
4 cups boiling water

In large bowl:

Combine gelatine and Jello.

Add:

Boiling water; stir until dissolved.

Pour into shallow pan (13" x 9" x 1-3/4")
Chill until firm.

When almost jelled, put a piece of fresh fruit on top.

Cut with cuttie cutters, if desired.

PIZZA & PRETZELS

KID'S PIZZA

Refrigerated biscuits
Pizza sauce
Garnish

Flatten refrigerator biscuits upon a cookie sheet.

Pour sauce over biscuits.

To make sauce:

1 - 6 oz. can tomato paste
3/4 to 1 Tbl. Italian herb seasoning
1/4 lb. cooked sausage, crumbled
2 - 3-1/2 oz. mozzarella cheese
1 - 1-1/2 Tbl. minced onion

Mix all ingredients together.
Pour over biscuits.

Garnish with pineapple, ham, hot dog slices, olives, etc.

Make in 350° oven until cheese is bubbly.

SOFT PRETZELS

- 1 pkg. yeast
- 1-1/2 cup warm water
- 1 tsp. salt
- 1 Tbl. sugar
- 4 cups flour
- 1 egg, beaten
- coarse salt

Measure warm water into large mixing bowl.
Sprinkle on yeast and stir until it looks soft.
Add salt, sugar and flour.
Mix until it makes a dough.
Knead dough.

Shape small balls of dough into letters, numerals, animal figures, etc.
(This is the part the kids like best!)

Lay twisted pretzels on greased cookie sheets.
Brush pretzels with beaten egg and sprinkle with coarse salt.

Bake at 425° for 12-15 minutes.

When cooled, eat or paint with pempura paint and hang on Christmas tree as an ornament.

CRACKER JACKS

contributed by: Julie Hanf

Oil (small amount)
Equal amounts of desired:
- peanuts
- pumpkin seeds
- sunflower seeds
- sesame seeds
- nut meats
- coconut

Honey (use just enough to coat the nuts and seeds lightly)

Heat a heavy skillet on medium heat.
Add oil to barely coat the bottom of the pan.

Add nut meats and coconut.
Continue to roast until the coconut begins to turn golden.

Remove from heat and stir in honey.

Spread on waxed paper to cool.

Cut into squares.

TOASTED PUMPKIN SEEDS

Scoop out the seeds from a pumpkin.

Wash thoroughly. Pat dry.

Great cookie sheet with 1 or 2 Tbl. melted butter.

Spread seeds on cookie sheet.

Sprinkle with salt.

Bake in 300° oven for 1 hour or until seeds are golden and crispy.

VEGETABLES

CELERY SNACK

contributed by: Barbara Zeylmaker

Celery
Peanut butter
Creamed cheese

Clean celery, fill with peanut butter or creamed cheese or both. Cut into snack size pieces.

SPROUTS

2 Tbl. alfalfa seeds or mung beans (can be purchased at Health Food Store)
1 quart jar
Cheesecloth or net
Rubber band

Place seeds in jar. Fill jar 1/2 full with water. Let soak overnight.

Then cover jar opening with cheesecloth held in place by rubber band. Pour off water.

Rinse beans or seeds well with fresh water twice daily. Drain well.

Place jar on its side with a paper towel over it to block out light.

On the third or fourth day expose sprouts to the light to turn green.

The sprouts will be approximately 1" long at this time and redy to eat.

Keep refrigerated.

What to do with sprouts: Eat raw as a nutritious snack.
Put in salads.
Combine with egg dishes, soups, casseroles.
Put them on melted cheese sandwiches.

WALKING SALAD

contributed by: Dianne Roach

Cabbage leaves
Luncheon meat
Cheese

Layer cabbage, luncheon meat and cheese.
Roll and fasten with a toothpick.

YOGURT DIP AND VEGETABLES

1 pkg. dry onion soup
1 large contained plain yogurt

Combine dry onion soup and yogurt.

Serve with fresh vegetables such as turnips, peppers, carrots.

Also good served with fruits such as apple wedges.

FUN WITH FOOD

These recipes, tips on food, etc. are designed to involve children in the process of recognizing, selecting and preparing food.

Allowing your child the opportunity to help in the preparation of food can be an enjoyable and gratifying experience for all.

Every cooking experience becomes a tasting experience. Through simple food preparation the child is involved in many learning experiences.

SNACKS OF FRESH FRUIT

Any fresh fruit in season.

SNACKS THAT ADD INTEREST AND VARIETY

Assorted fresh vegetables on tray.
Assorted fresh fruits on tray.
Marshmallows on graham crackers and broil them in the oven.
A slice of cheese on a cracker, top with marshmallow;
broil until the cheese and marshmallow melt.
Let children stuff their own celery sticks with cheese spread,
chopped meat spread, or peanut butter.
Al kinds of pancakes with different fillings.
Fondues -- chocolate or cheese.

FUN WITH FRUIT!

contributed by: Lori Rogstad

Apple -- slice crosswise instead of into wedges.
By doing this, you see the beautiful design formed by the seeds.
Talk about:

- the design - what does it remind you of?
- color of apples - yellow and red
- taste - get different kinds of apples to taste
- apples come from seeds -- to sprout: put seeds in jar with damp moss. Refrigerate for 6 weeks. Turn periodically until they sprout.

  after sprouting: fill a small pot with compost. Plant 1/2" deep.

  Keep in light, warm room.
  Keep moist.

Apple faces:

Have children spread peanut butter with small butter knife on an apple.
Let them make the face with raisins.

THE BANANA

contributed by: Lori Togstad

Many children are confused by bananas. If you ask them what color they are, you may either get the answer white or yellow.

The skin is yellow but you don't eat the skin, so the banana is thought of as white.
Slice crosswise.
Leave on peel.

Talk about:
- the peel as protection for the fruit
- the peel is yellow
- the edible fruit is white
- find the banana seeds

After you've examined the banana:
have the children roll their peeled banana in toasted wheat germ.
Makes a delicious, nutritious snack!

CITRUS FRUITS

contributed by: Lori Rogstad

Oranges
Lemons
Grapefruit
Any citrus fruits

Slice fruit crosswise.
Have child notice design. Count the sections.
Talk about:

- design
- different colors
- meaning of citrus
- taste: sweet, sour, bitter
- how our tongue and taste buds determine taste
- fruit comes from seeds

Citrus seeds:

Do best if planted in February.
You can use the skins filled with potting soil, and sand as the initial holder.
Soak seed overnight before planting.
Sink soil close around seed. Water.
After sprouting, transfer to a larger pot.
Keep moist by spraying with water every day.
Thoroughly water twice weekly.
With care, plants may last for several years.

GUESSING GAME

contributed by Washington State
Dairy Council

Objective -- Given a variety of foods, the child will be able to identify their characteristics.

Mystery Box

Place a food in the Mystery Box.

Have each child reach into the box and describe and identify the food without seeing it.

After everyone has taken a turn, have the children see and taste the mystery food.

Hints:

Ask the children if it is soft or hard.

----smooth or rough.

----its shape.

----how big is it?

----can you small it?

----is it hot or cold?

How to make a Mystery Box:

First, cut off and discard the foot of a man's soft, stretch stocking.

Then stretch the sock top over the open end of an oatmeal box or any other similarly shaped container.

Adhere the sock to the container with tape or glue.

THE APPLE TREE

Away up high in the apple tree

(arms up)

Two little apples smiled at me.

(form apples with first finger
and thumb of each hand)

I shook the tree as hard as I could

(shaking with both hands)

And down came those apples;

(arms down)

Ummm were they good!

(hands on stomach)

After this little song, serve apple slices dusted with nutmeg.

MAKING BUTTER BY SHAKER METHOD

1 glass baby food jar with tightly fitting cap, per child
small plastic or wooden spoons
toothpicks for tasting butter
small paper cups for tasting buttermilk

whipping cream (minimum butterfat - 30%)
salt
crackers (optional)

have cream at room temperature.

Make sure utensils are clean.

Fill baby food jar with approximately 1/4 to 1/3 cup of cream.

Cap tightly.

Shake jar until small lumps of butter form throughout the cream.

Pour off buttermilk.

Continue shaking until butter is a uniform consistency.

In jar, work remaining buttermilk out of butter with a wooden or plastic spoon.

Wash butter several times with cold water.

Add a pinch of salt to taste.

Keep butter covered in the refrigerator until serving on crackers, etc.

FOOD PROCESSING AND PREPARATION

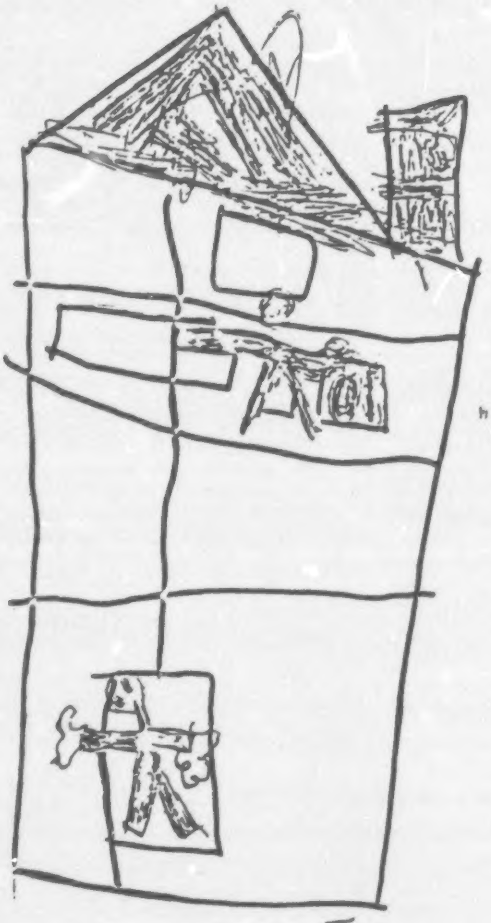
Objective: The child will be able to identify the original form of a given processed food.

Have your child examine and/or taste foods before and after they have been processed.

For example---

- raw peas to cooked peas
- raw carrots to cooked carrots
- raw turnips to cooked turnips
- raw spinach to cooked spinach
- oranges to orange juice
- grapes to raisins
- lemons to lemonade
- cream to butter
- milk to ice cream
- peanuts to peanut butter
- flour to biscuits, pancakes
- apples to applesauce

FUN WITH FOOD



"Mom cooking"

Troy
Age-5

EAT THE COLOR

Show the children a color.

Have them name as many foods as they can think of that are the same color.

For example:

purple: eggplant, grapes, plum

orange: carrot, orange, cheese, pumpkin, squash

yellow: banana peel, apples, lemons, grapefruit

EAT THE SHAPE

Have the children name a shape and name foods that are that shape.

For example:

round: apple, grape

long: banana, carrot

square: cracker, bread

flat: pancake

RIDDLES

Something that's yellow
And good for you
I like it, you like it
Monkey's do too! — a banana
Round and rosy,
Juicy ------ yes!
Big and shiny
Can you guess? — apple

at at the bottom
Sitting there
Everyone likes
A juicy ____________ — pear

Growing in a bunch
Usually sweet
White, blue or purple
And fun to eat! — grapes
Color of its name
Juicy and bright
Peel the skin
Before you bite! — orange

Round and fuzzy
With a stone in the middle
Can you guess
This little riddle? — a peach

STONE SOUP

Once upon a time there was a small village, in the middle of a war torn county. The villagers were very poor because everything had to go to feed the armies.

One day a group of soldiers came through the village. They were very tired and hungry. All of the people said they had no food because they did not want to share the little they had with the soldiers.

The soldiers thought and thought and then one of them said,

"I know, I will make some Stone Soup. Then we will all be fed."

"Stone soup?" cried the villagers.

"Whoever hear of Stone Soup? How do you make it?"

The people said among themselves that Stone Soup would be a great thing to know. They gave the soldier a pot and water and built a big fire.

The soldier put the pot on the fire and then took a clean stone from his pocket and put it into the pot. When the water was hot the soldier tasted it and said,

"This is going to be fine Stone Soup. But it would be better if I had a small piece of meat to put into it, and a little salt."

"I think I have a little," said one woman. She got the meat and salt and gave it to the soldier.

The soldier put this into the pot and began stirring again while the people sat staring, now at him and then at the pot.

By and by, the soldier tasted the soup again.

"This certainly is good," he said. "If only I had a few onions, carrots, potatoes, or celery to put in, it would be fit for fine people."

One woman said, "I have some potatoes."

Another woman said, "I have some carrots and celery."

Another woman said, "I have some onions."

They gave these to the soldier and he put them in the pot. He went on stirring while the villagers stared as hard as ever.

Soon he tasted the soup again and said,

"This soup will soon be grand enough for the best in the land."

"Well, I never," said the villagers. "And all with only a stone!"

The soldier again tasted and said,

"Ummm, this is so good! If only I had some tomatoes and a few peas and some corn to put in it we could ask the King himself to have some of it."

Again, the women of the village went to their homes to get the vegetables he asked for.

They even brought some bullion! The soldier took the vegetables and the bullion and put them into the pot.

The soldier stirred the soup and the villagers stared and at last he tasted mone more time and said,

"Ahhh! This is just right!"

He removed the stone from the soup, returned it to his pocket, and served a bowl of soup to everyone.

Never had the villagers tased such soup -- and all made with a stone!

STONE SOUP

1 large clean stone
small amount of diced meat
3 large carrots
3 potatoes
1/2 cup celery
salt and peper to taste

4 cups water
1 can tomatoes
1 can corn
1 can peas
4 tsp. bullion

Heat water in a large pot, add the stone.

Peel and cut up carrots, celery, potatoes, and onions.

Dice some left over beef. Add.

Boil these until tender.

Add salt and pepper, corn, peas, tomatoes, and bullion.

Boil ten minutes. Remove the stone.

Serve.

SUGGESTED SNACKS FOR CHILDREN

SNACKS TO DRINK

Orange juice
Grape juice
Tomato juice
Apricot nectar
Cranberry juice
Pineapple juice
Mixed vegetable juice
Prune juice
Apple juice

Whole milk
Buttermilk
Hot chocolate
Milk shake

Lemonade
Limeade
Simple fruit punches

SNACKS TO NIBBLE

Raw vegetables
Turnip slices
Carrot cubes or strips
Celery sticks
Green pepper rings
Cucumber slices or strips
Cauliflowerettes
Cabbage wedges (red or white)
Irish potato slices
Tomato wedges
Asparagus spears

Dried fruits
Raisins
Prunes
Apples
Apricots
Dates

SNACKS THAT FILL

Milk over Jello
Custard with fruit
Milk pudding
Meat cubes
Lunch meat strips
Hard-cooked eggs
Deviled eggs
Vienna sausage
Sardines on crackers
Cheese

Bread and butter
Crackers with cheese
Crackers with peanut butter
Graham crackers with peanut butter
Granola
Toast - plain or cinnamon
Raisin bread with butter
Cookies

STORIES FOR YOUNG CHILDREN

STORIES FOR YOUNG CHILDREN
(Available in King County Public Libraries)

ALPHABET

Curious George Learns the Alphabet
H. A. Rey
Age: 4+
Medium size colored pictures
Moderate amount of reading
Story: Curious George goes through the alphabet describing each letter as the shape of something. (Example: Small "l" as a "lean lady")

*The Alphabet Tale
Jan Garten
Age: 3+
Medium size pictures; muted colors
Minimal amount of reading
Story: All in rhyme - a new animal's tail is found at the end of each page, introducing new letter of the alphabet and new animal, etc.

Alligators All Around
Maurice Sendak
Age: 3s
Small book
Minimal amount of reading
Story: Alligators doing things from A thru Z.

Ask Mr. Bear
Marjorie Flack
Age: 3+
Medium size pastel pictures
Moderate reading
Story: Little boy asks animals what he can give his mother for her birthday - finally the bear gives him a good idea - a bear hug!

Animals Should Definitely Not Wear Clothing
Judi Barrett
Age: 3+
Pictures large and colorful
Minimal amount of reading
Story: Tells whyu each of several animals would have trouble wearing clothes.

Your World - Let's Visit the Dairy
Pope/Emmons
Age: 3+
Pictures large and colored
Minimal reading
Story: All about the dairy. Informative glossary.

Wake Up, Farm!
Alvin Tresselt
Age: 3s
Medium size colored pictures
Minimal reading
Story: Each animal wakes up on the farm - ending with a little boy waking up too.

Beady Bear
Don Freeman
Age: 3+
Medium size black and white pictures
Minimal reading
Story: A toy bear if left by his owner and he sets off to live in a cave like bears are supposed to.

Angus and the Ducks Other Angus Books: Angus and the Cat
Marjorie Flack
Age: 3s
Black and white pictures - medium size
Minimal amount of reading
Story: A curious dog gets in trouble when he bothers some geese.

Mahagiri

Hemalota

Age: 3+
Medium size colored pictures
Moderate amount of reading
Story: An elephant in India is used for many things in the village-he rescues a kitten and becomes a gentle hero.

Owl At Home

With record

The Five Pennies

Animals In the Zoo

Feodor Rojankousky

Age: 3s
Medium size black and white and brown pictures
One word per page
Story: A zoo animal and picture for each letter of the alphabet.

The Lion and the Rat

Brian Wildsmith

Age: 3+
Large colored pictures
Minimal amount of reading
Story: A lion helps a rat, then when the lion is in trouble the rat helps him free.

Nothing But Cats and All About Dogs

Grace Skaar

Age: 3s
Medium size colored pictures
Minimal amount of reading
Story: Describing all sizes, shapes, colors, etc. of cats and dogs.

Looking For Suzie

Bernadine Cook

Age: 3+
Medium size yellow, black and white pictures
Miniml amount of reading
Story: Supper is ready-each child goes out looking for Suzie and doesn't come back-Mother finally finds them in the hay loft with baby kittens.

Lengthy

Syd Hoff

Age: 3+
Colored medium size pictures
Minimum amount of reading
Story: A long dog's adventures.

Dr. Mary's Animals
B. Allinson
Age: 3+
Pictures: Small black and white photos
Amount of reading: lengthy
Story: Child visits the vets office and then travels with vet on house calls.

The True Book of Animal Babies
Illa Podendorf

* Resource Book

Age: 3+
Pictures are small-few colors
Lengthy reading
Story: A lot of facts about animal and insect babies.

The Animal
Lorna Bolian
Age: 3+
Pictures: Medium size-pastels
Amount of reading: average
Story: Boy finds an "animal," puts it in a sack, friends imagine what it is (all kinds of creatures), it ends up being a turtle.

Come to the Zoo
Ruth Tensen
Age: 3s
Medium size black and white pictures
Minimal reading
Story: Pictures of animals with caption of what they might be saying under it, then you name what animal it is.

Mystery of the Gate Sign
Margaret Friskey
Age: 3s
Medium book with colored pictures
Minimal amount of reading
Story: Three bunnies try to figure out what a sign says by looking past the sign into cages of animals (the zoo).

Elephant In A Well
Marie Hall Ets
Age: 3+
Medium size black and white pictures
Minimal reading
Story: One animal at a time join in to pull young elephant out of the well.

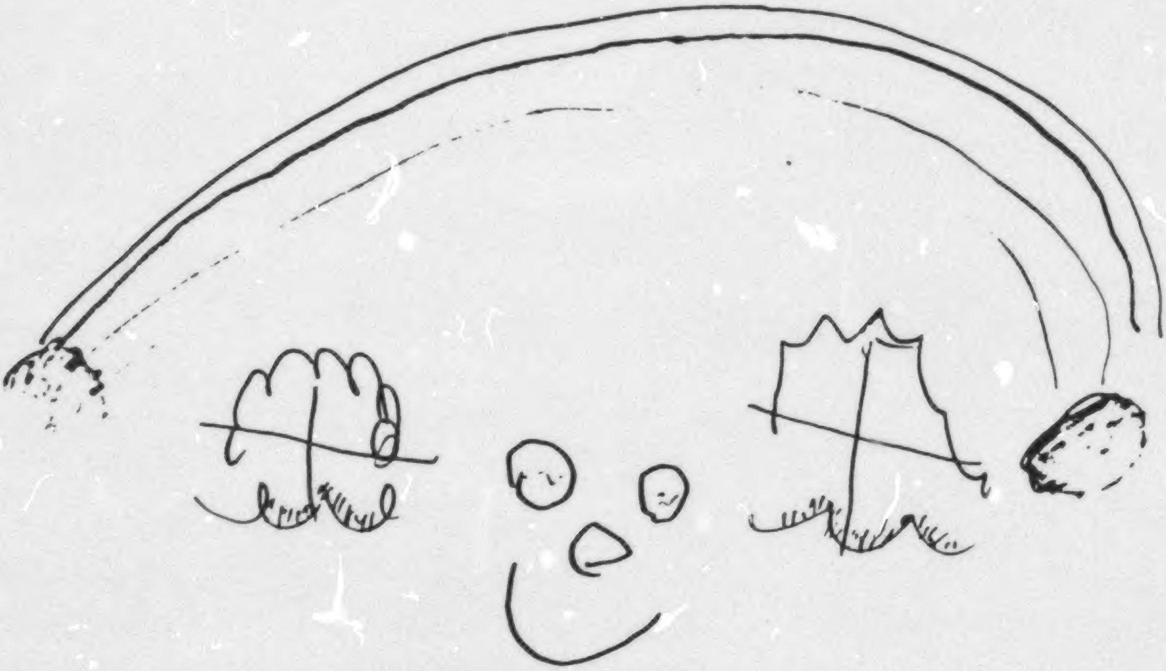
What Do the Animals Say?
Age: 3s
Medium size pictures
Moderate reading
Story: Each animal makes its sound, then asks "Can the elephant moo?
then who?"; then you turn the page to see who.

My Zoo
Age: 3s
Large colored pictures
One word per page
Story: Use for individual reading - zoo animals with their names.

Make Way For Ducklings
Lucille

McCloskey Label

The Friendly Bear
by Robert Bright
Age: 3+
Pictures: Brown, black and white - medium size
Story: Small boy visits Grandpa and meets a friendly bear.



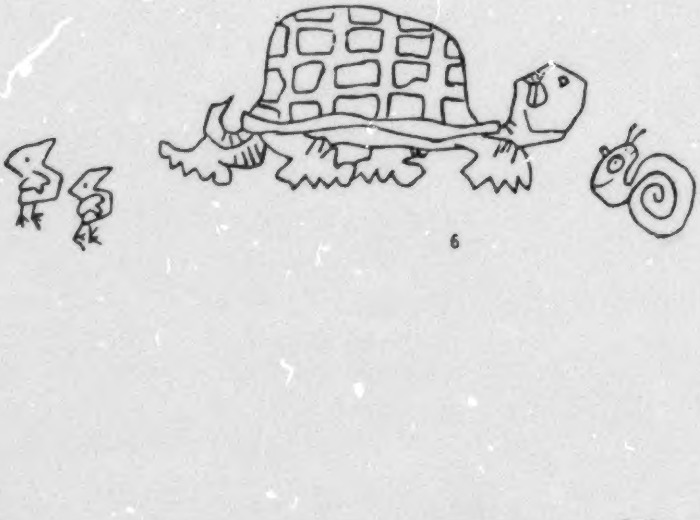
Black Is Beautiful
Ann McGovern
Age: 3+
Medium-small black and white pictures
Minimal amount of reading
Story: Tells and shows lots of pretty things that are black-including a little black girl in a black lace dress-up.

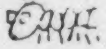
Brown Cow Farm
Dahlov Ipcar
Age: 3+
Large brown pictures
Minimal amount of reading
Story: Count all the brown animals on the farm.

*What Is the Color of the Wide, Wide World?
Margaret Friskey
Age: 3+
Medium size colored pictures
Moderate amount of reading
Story: Different animals tell what color they think the world is.

Colors
John J. Reiss
Age: 3s
Large colored pictures
One word per picture
Story: Use for individual reading time-pictures with word of what picture is.

Open Your Eyes
Roy Abisch
Age: 4+
Colorful medium size pictures
Moderate-average amount of reading
Story: Children go on a color hunt in their house.





On The Beat Policemen At Work
Robinson/Dain
Age: 4s
Medium small black and white pictures
Moderate amount of reading
Story: Shows and tells policemen: helping people; working for people; enforcing the law; at home.

*The Big Book of Real Fire Engines J614.8
George Zaffo
Age: 3+
Large colored pictures
Minimal reading
Story: Shows and tells about all the different types of fire vehicles.

About Friendly Helpers Around Town
Hoffman & Hefflefinger
Age: 3+
Medium small black and white pictures
Moderate amount of reading
Story: Pictures and information about all kinds of people children might see around town (people who come to our house, people who help us go places, people who help us clean our town).

I Want To Be A Fireman
Carla Greene
Age: 3+
Medium size black and white and red pictures
Moderate reading
Story: Boy, girl and father watch fireman at work, then visit the fire station.

You Visit A Fire Station J352
A Police Station
Meshover
Age: 3+
Medium size black and white photos
Moderate reading
Story: Children visit and have equipment, etc. explained.

What Happens When You Mail A Letter J383
Arthur Shay
Age: 3+
Large black and white pictures
Moderate amount of reading
Story: Steven writes a letter to his sister who is visiting in another state - we follow the letter.

James the Jaguar
Mary Lystad
Age: 3+
Medium size black and white and yellow pictures
Minimal amount of reading
Story: James, the littlest brother, gets tired of always doing what his big sisters ask. He gets a jaguar suit in the mail which changes everything.

Love From Uncle Clyde
Nancy Parker
Age: 3+
Medium size colored pictures
Minimal reading
Story: A little boy gets a strange animal in the mail with instructions on how to care for him from his uncle.

My Family
Miriam Schlein
Age: 4s
Medium size colored pictures
Moderate-lengthy reading
Story: Boy looks through a photo album at members of his family (aunts, cousins, etc.) and talks about their relationship to him.

We Were Tired of Living In A House
Liesel Skorpen
Age: 3+
Medium size black and white pictures
Minimal reading
Story: The children in the family were tired of living in a house-try lots of different places to live but all have disadvantages.

The Bunny Book
Patsy Scarry
(Personal Library)
Age: 3+
Medium small colored pictures
Minimal reading
Story: Everyone guesses what baby bunny will be when he grows up-baby finally lets them know that he wants to be a Daddy.

Are You My Mother?
(Personal Library)
Age: 3+
Medium size colored pictures
Minimal reading
Story: A baby bird is born and his mother has gone to find him food. He sets out to find his mother.

Peter's Chair
Ezra J. Keats
Age: 3+
Small colored pictures
Minimal amount of reading
Story: Little boy becomes discouraged by changes in his house when baby sister arrives.

New Baby
Stan Beronstain
Age: 3+
Medium size colored pictures
Moderate amount of reading
Story: Boy and Dad help prepare for arrival of New Baby by building him a new bed.

Plants to Grow Indoors J635.965
George Sullivan

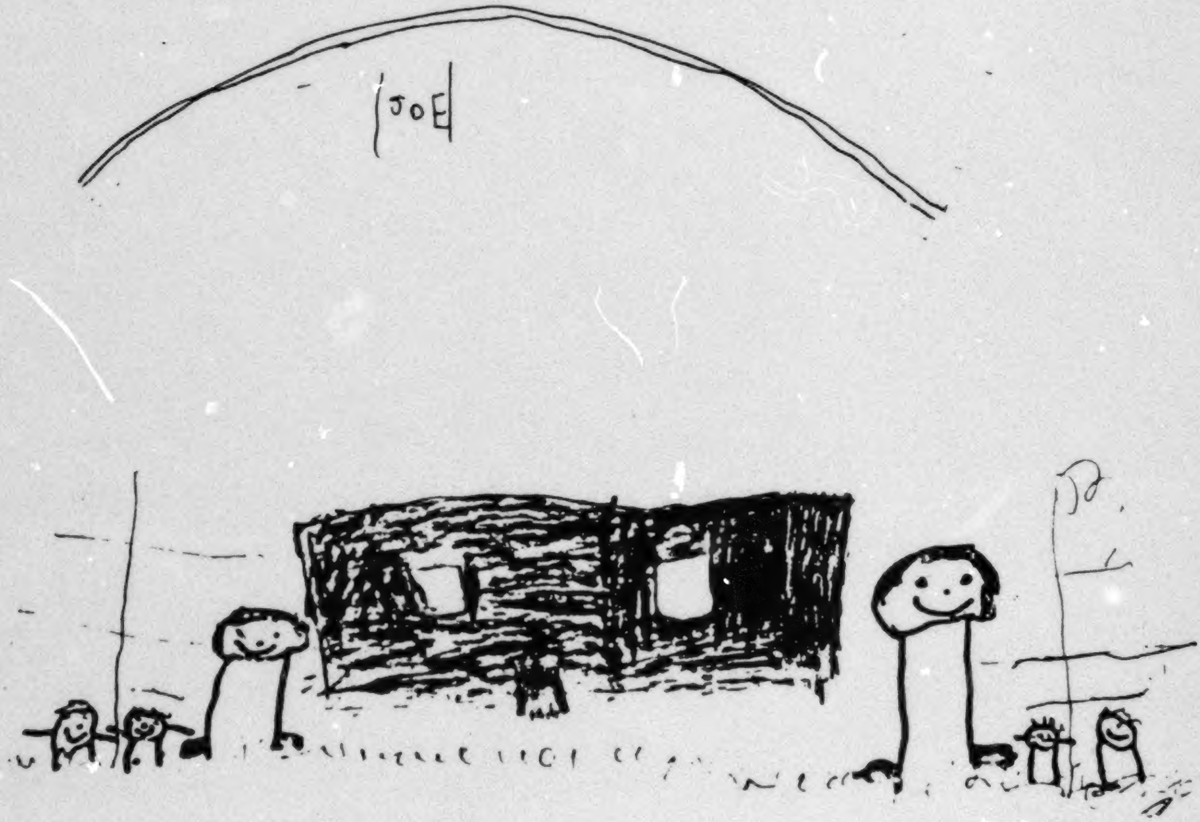
* Resource Book

Small colored pictures
Lengthy reading
Story: Explains and illustrates how to grow various indoor plants.

From Seed to Salad J635.5
Hannah Lyons Johnson

* Resource Book

Age: 3+
Small black and white pictures
Lengthy reading



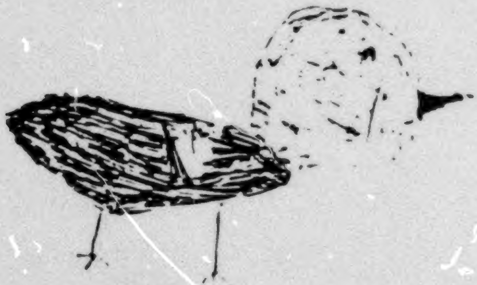
*Peter Gets the Chicken Pox J618.9291
Marguerite Lerner
Age: 3+
Large colored pictures
Lengthy reading (interestng, all in rhyme)
Story: Peter gets rot feeling too well at school-gets chicken pox-explains symptoms, treatment.

My Doctor
by Harlow Rockwell
Age: 3+
Medium size colored pictures
Minimal reading
Story: Boy tells about all the things his Doctor has in his oiffice and uses.

Jeff's Hospital Book J617.762
Harriet L. Sobol
Age: 3+
Large black and white photographs
Lengthy reading (paraphrase)
Story: Jeff goes to the hospital for an eye operation.

A Book About Your Skeleton J611.71
Age: 4+
Medium small pictures
Lengthy reading (paraphrase)
Story: Story tells all about bones - what they do, made of, etc.

My Dentist
Harlow Rockwell
Age: 3+
Medium size pastel pictures
Moderate amount of reading
Story: Boy tells about all the things in his Dentist's office and what the Dentist does.



Georgie
Robert Bright
Georgie to the Rescue, Georgie and the Noisy Ghost
Age: 3+
Medium size blue and white pictures
Moderate amount of reading
Story: Adventures of a ghost.

Taffy Finds a Halloween Witch
by Donna Parpe

*Humbug Witch
Age: 3+
Medium size colored pictures
Minimal reading
Story: A little girl dressed up like a witch tries to act like a witch.

One Dark Night
Edna Preston
Age: 3+
Medium small black and white pictures
Minimal reading
Story: Children go out on Haloween night and are scared by a mouse.

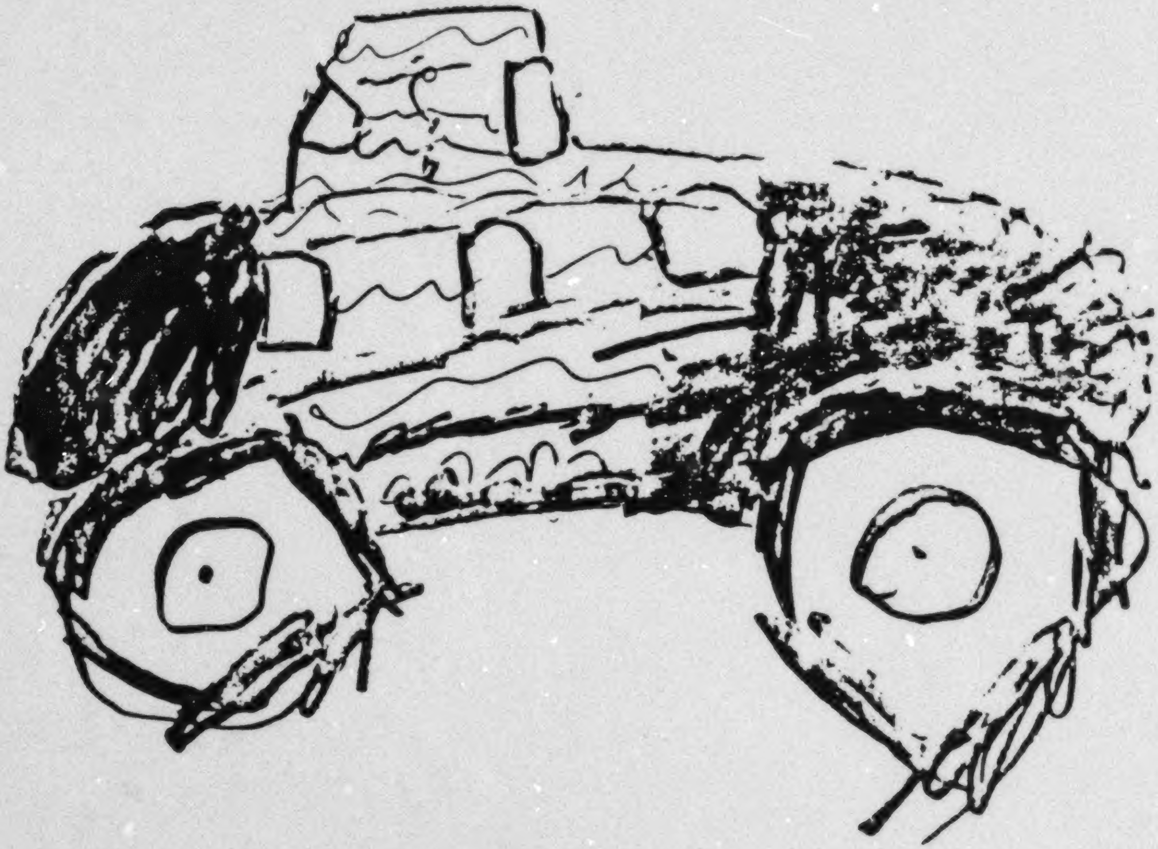
From Seed to Jack-O'Lantern
Hannah L. Johnson
Age: 3+
Medium size black and white pictures
Moderate amount of reading: tell instead of read
Story: Told in information form story of pumpkin from seed through to Haloween time.

Martin and Abraham Lincoln
Catherine Cate Coblentz
Age: 4+
Pictures: Few, colored
Lengthy amount of reading; needs to be told, not read
Story: True story of a young boy whose father is in prison during the Civil War. He meets President Lincoln.

Over The River and Through The Wood
Lydia Maria Child
Age: 3+
Beautiful colored pictures
Minimal reading
Story: A long version of "Over the River" thanksgiving song.

The First American Thanksgiving
Age: 3+
Lengthy reading (must read ahead)
Story:

Santa Makes a Change
Sol Chaneles
Age: 3+
Medium size colored pictures
Moderate reading
Story: Santa decides to change his looks by trying different costumes.



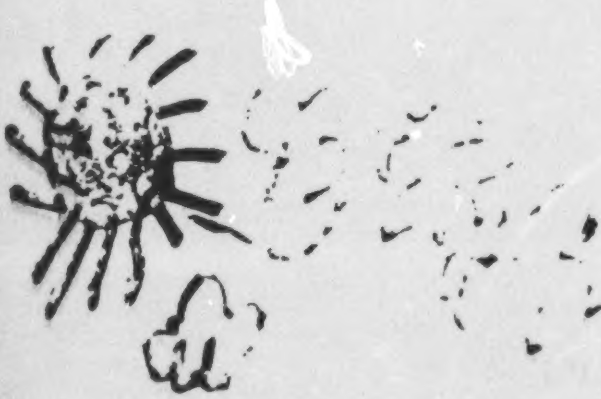
The True Book of Indians
by Teri Martini
Medium size pastel pictures
Moderate reading
Story: Tells of tribes, totem poles, canoes, fishing, buffalo, food, clothing, houses.

One Little Indian Boy
Emma Brook
Age: 4s
Medium size colored pictures
Lengthy reading (paraphrase)
Story: Little boy goes for a walk and gets lost. (Shows pueblos, papoose, etc.)

Thunder and the Mosquito
(under "T" - no author)
(Northwest Indian Legend)
(Muckleshoot)
Age: 4s
Medium size black and white pictures
Moderate reading
Story: Legend of a great thunderbird who would send a mosquito down to gather blood to feed the bird.

Indian 2 Feet and His Horse
Age: 4s
Medium size colored pictures
Moderate length of reading
Story: An Indian wants a horse and is told to find a horse - he must act like a horse.

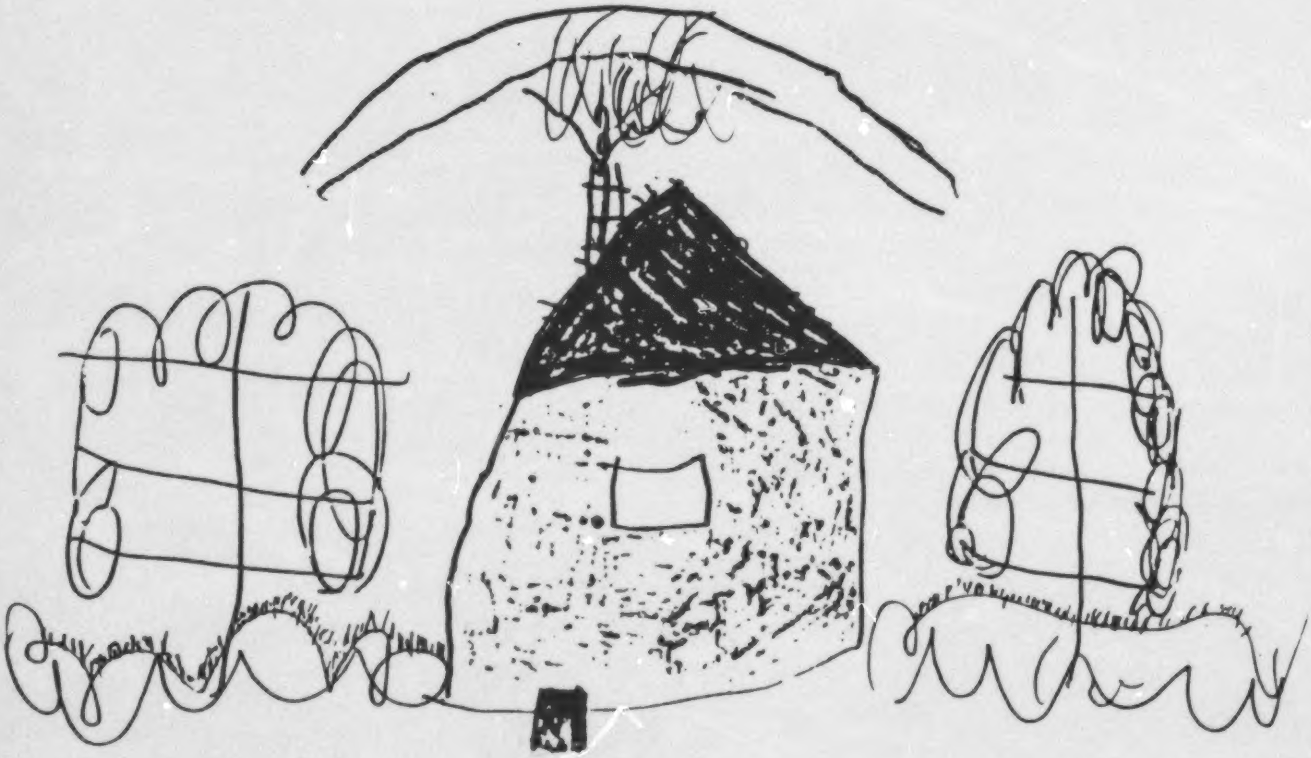
Skunk
An Indian Legend
Age: 4s
Medium size black and white pictures
Story: A story about how the skunk got his white stripe.



*Johnny and the Monarch
Margaret Friskey
Age: 3+
Medium size colored pictures
Moderate amount of reading
Story: A little boy who lives on the farm finds a butterfly and watches the process of metamorphosis.

The True Book of Insects
by Illa Podendorf
Age: 4s
Medium size colored pictures
Moderate reading
Story: Pictures and descriptions of various insects.

I Like Caterpillars
Gladys Conklin
Age: 4+
Medium size book - pastel colors
Lengthy amount of reading
Story: Girl describes all different kinds of caterpillars, where they are found, what they eat, etc.



The North Wind and the Sun
La Fontaine
Age: 4+
Large colored pictures
Minimal amount of reading
Story: The sun is able to achieve by warmth and gentleness what the North Wind in all his strength and fury could not do.

The King's Flower
Mitsumaso Anno
Age: 4+
Colorful medium size pictures
Lengthy amount of reading
Story: King orders the biggest of everything-servants oblige every order but cannot grow a large flower-King likes small flower-decides big doesn't mean best.

Where Is My Fried?
Betsy and G. Maestro
Age: 3s
Large colored pictures
Minimal amount of reading
Story: An elephant looks over, under, through, on top, etc. for her friend and finally finds here in front.

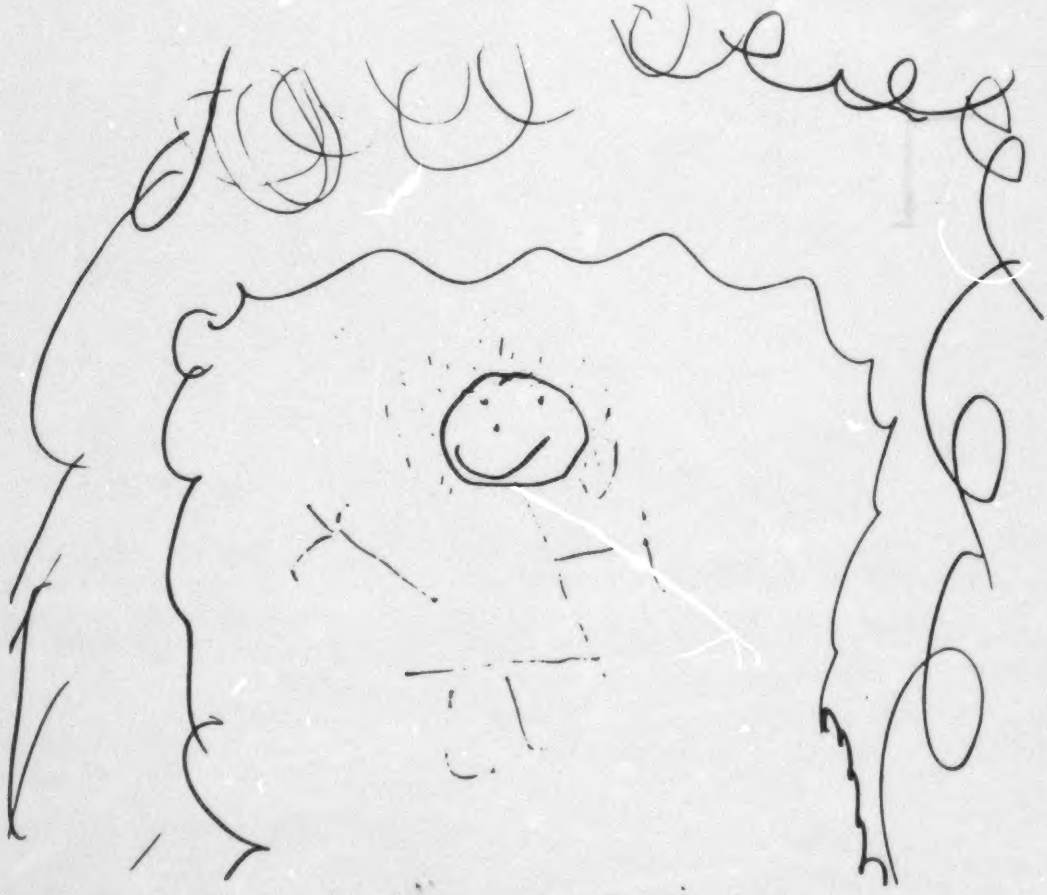
That's Mine!
Elizabeth Winthrop
Age: 3s
Medium small black and white and red pictures
Minimal reading
Story: A boy and girl are arguing and fighting over blocks, then decide to build together.

What Do I Say?
Norma Simon
Age: 3+
Medium black and white and colored pictures
Minimal amount of reading
Story: Boy in all differnt social situations asks "What do I say?" You turn the page to get the answer.

What Do You Say, Dear?
Sesylue Joslin
Age: 3+
Small black and white and blue pictures
Minimal reading
Story: Very unusual situations occur and then ask: "What do you say?" (Ex., a dinosaur bites you and someone puts a Band-Aid on your finger.)

The Tenth Good Thing About Barney
by Judith Viorst

The Ice Cream Cone
by Mildred Wilds Willard
Age: 4+
Small colored pictures
Lengthy reading
Story: Story of how the ice cream cone was invented.



One More And One Less
Age: 4+
Medium size colored pictures
Minimal reading
Story: Adding and subtracting numbers

Numbers
Robert Allen
Age: 4+
Pictures: Medium size colored photographs
Amount of reading: Moderate
Story: Counting as well as size and shape perception exercises.

1 To 10 And Count Again
James Woodward and Linda Purdy
Age: 3s
Black and white medium size photographs
Minimal amount of reading
Story: Short rhymes of a number of things from 1-10.

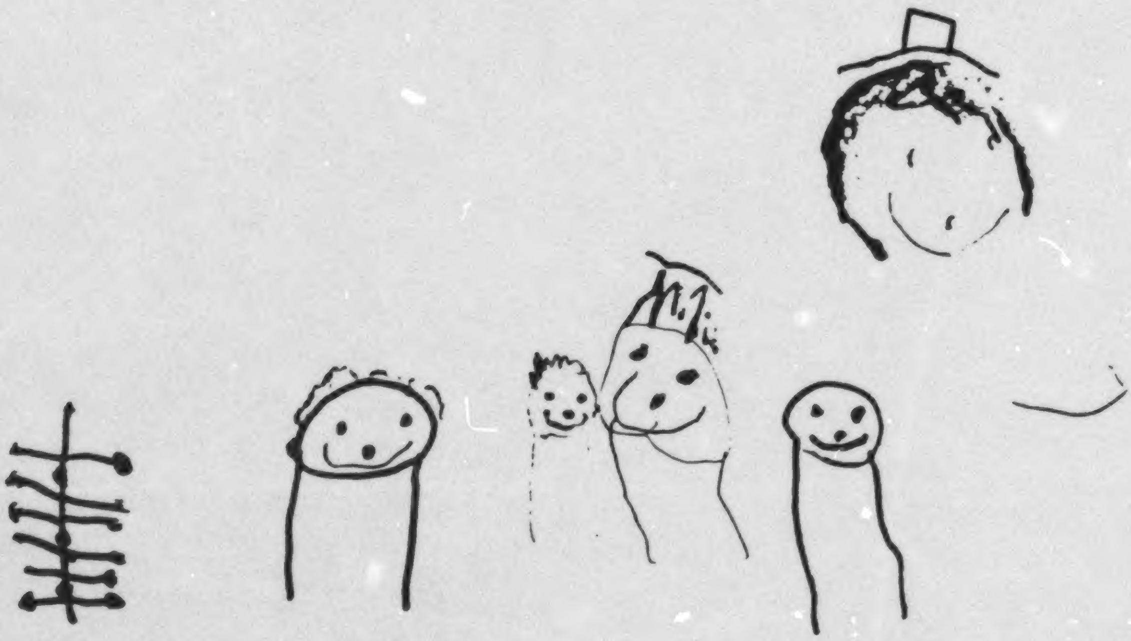
Still Another Number Book
Chwast
Age: 3s
Large colored pictures
Very few words
Story: Book states "3 flowers"; then you look for 3 flowers on the next few pages, etc.

One Step, Two...
Charlotte Zolotow
Age: 3s
Medium size black and white and yellow pictures
Minimal reading
Story: Little girl takes a walk with mother and counts steps, stopping at each one to discover something new.

Let's Find Out About Safety J614.8
Martha Shapp
Age: 3+
Medium size colored pictures
Minimal reading
Story: Pictures with statements of what to do to be safe in various situations.

Red Light Green Light
Golden MacDonald
Age: 3+
Medium small partially colored pictures
Minimal amount of reading
Story: Cars, trucks, animals all come out of their houses and go with the green light and stop with the red.

One Way - A Trip With Traffic Signs
Leonard Shortall
Age: 4s
Medium small colored pictures
Minimal reading
Story: Family takes off on a trip - encounters all kinds of signs and discusses traffic rules.



The True Book of Trees
Illa Podendorf

* Resource Book

Age: 3+
Medium samll colored pictures
Lengthy reading

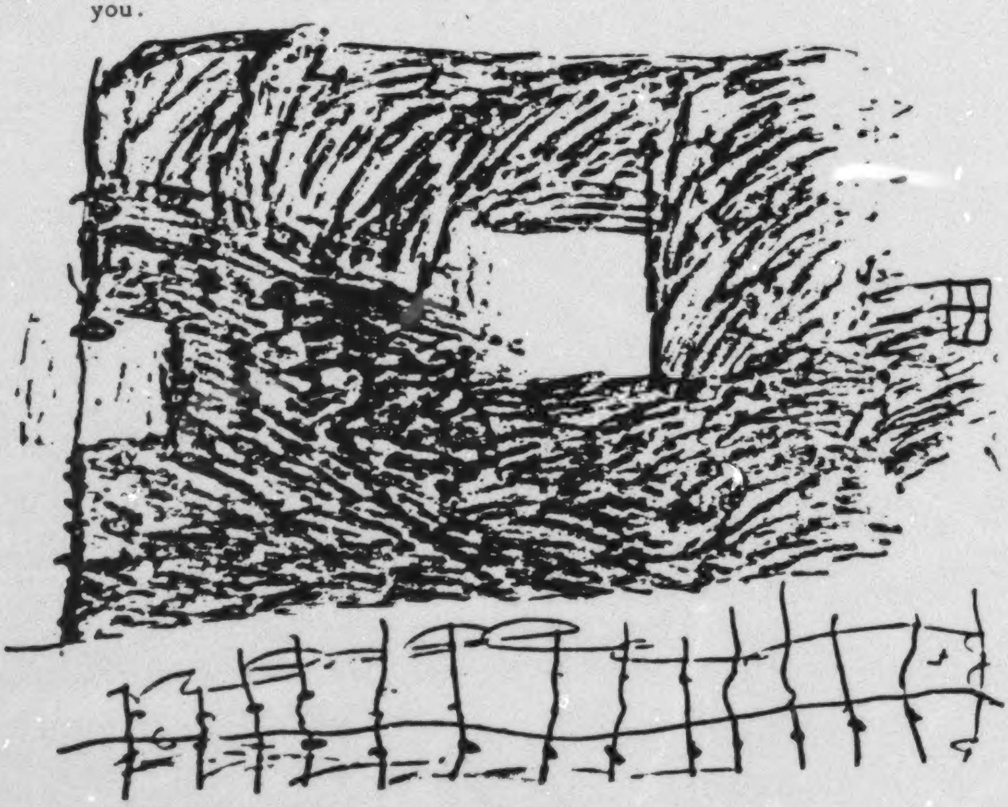
The True Book of Science Experiments
Illa Podendorf

* Resource Book

Age: 3+
Medium size black and white pictures
Story: Experiments with: air, magnets, gravity, water, sound, heat and cold.

How Big Is Big?
Herman Schneider

Age: 4s
Medium size colored pictures
Lengthy reading
Story: Tells of animals and objects that are bigger and smaller than you.



City In the Winter
Eleanor Schick
Age: 3s or 4s
Medium size

*The Winter Picnic
Robert Welber
Age: 3+
Medium size colored pictures
Minimal amount of reading
Story: Little boy wants to have a picnic in the snow-he makes a snow dish, plete, etc. and he and his mother have a winter picnic.

All Ready For Winter
Leone Adelson
Age: 3+
Medium size brown and white pictures
Moderate amount of reading
Story: Tells what various animals do in the winter.

Josie and the Snow
Helen E. Buckley
Age: 3+
Medium size colored pictures
Minimal amount of reading
Story: Children playing in the snow - all written in rhyme.

Johnny Maple-Leaf
Alvin Tresselt
Age: 3+
Medium size faintly colored pictures
Lengthy reading (5-6 lines per page)
Story: The story of a maple leaf from spring until fall.

The Happy Day
Krauss
Age: 3+
Large black and white pictures
Minimal amount of reading
Story: All the animals walke up from their winter sleep and small something - a flower growing in the snow.

Frederick

Leo Lionni

Age: 4

Large three-colored pictures

Moderate amount of reading

Story: All the field mice gather practical things for winter - Frederick gathers asthetic things and makes everyone happy later.

The Snowy Day

Ezra J. Keats

Age: 3s

Small colored pictures

Minimal amount of reading

Story: All the things a little boy does outside on a snowy day.

Books	Authors
Everything Changes	Howell
Frederick	Lionni
Around the Year	Tudor
A Tree Is Nice	Vdry

Autumn Harvest

Alvin Tresselt

Age: 3+

Medium size colored pictures

Lengthy amount of reading (read ahead and paraphrase)

Story: All the things the farmers harvest in the fall-Haloween-then Thanksgiving discussed.

Is It Hard? Is It Easy?

Mary McBurney Green

Age: 3+
Large black and white pictures
Minimal amount of reading
Story: Tells things that are hard for one person to do are easy for another - asks what is easy or hard for you to do?

One Is Good But Two Are Better

Louis Slobodkin

Age: 3+
Medium size colored pictures
Moderate amount of reading
Story: Tells all the kinds of play that is more fun with two than by yourself.

*Millions and Millions and Millions!

Louis Slobodkin

Age: 3+
Large colored and black and white pictures
Minimal amount of reading
Story: There are millions of goats, hats, etc., but only one you and only one me.

How Do You Travel?

Miriam Schlein

Age: 3+
Medium size colored pictures
Minimal reading
Story: Boy talks about how lots of different animals and people travel and tells how he likes to travel, too (walking, etc.).

Your Skin and Mine

Age: 3+
Medium black and white pictures
Lenthy reading (tell in own words)
Story: Tells all about skin's properties, care of, fingerprints, layers, etc.

You Look Ridiculous Said the Rhino to the Hippo

Bernard Waber

Age: 3+
Medium size colored pictures
Lengthy reading (read ahead and paraphrase)
Story: The Rhino tells the Hippo he looks ridiculous because he doesn't have horns on his nose. Each animal tells him why he looks ridiculous to them. He has a dream - then realizes he's fine.

Faces

Barbara Brenner
Age: 3s
Large black and white photographs
Minimal reading
Story: Talks about eyes, ears, nose, mouth and what they do.

A Box Tied With A Red Ribbon

Mandlin
Age: 3+
Medium size colored photos
Minimal reading
Story: Little girl brings a box to school - kids guess what's in it. It contains popcorn seeds - they discuss five senses in exploring the seeds.

The Ear Book

(Personal Library)
Age: 3+
Medium size colored pictures
Minimal reading
Story: Rhyming facts about ears.

Whose Nose Is This?

Richard VanGelder
Age: 3+
Medium size black and white photos
Moderate amount of reading
Story: A close-up picture of an animal's nose is shown; then you are asked to identify whose nose it is-next page shows whole picture. Ends with picture of boy's nose.

The Listening Walk

Paul Showers
Age: 3+
Medium size black and white pictures
Moderate amount of reading
Story: Boy and his father go for a walk and hear all different kinds of sounds.

The World Is Many Things
Mircea Vasilin
Age: 3+
Medium colored pictures
Lengthy reading (needs paraphrasing)
Story: Tells about each of five senses and what we can do with them.

The First Book of the Human Senses J612.8
Gene Liberty

** Resource Book

Are You Square?

Kessler

Age: 3+

Medium size pictures

Minimal reading

Story: Discusses square things and how funny some things would look if they were square.

A Kiss Is Round

Blossom Budney

Age: 3+

Medium sized colored pictures

Moderate amount of reading

Story: Tells about all the nice things that are round-rhyming sentences.

*Shapes

Miriam Schlein

Age: 3+

Medium small black and white picture

Moderate reading

Story: Discusses straight lines, curves, and shapes - shows items and animals with different shapes.

You Visit A Steamship Airport J387
Meshover
Age: 4s
Medium size black and white phots
Lengthy reading
Story: Children visit - everything explained.

The Little Engine That Could
Watty Piper
Age: 3+
Medium small colored pictures
Minimal amount of reading
Story: Little blue engine delivers the toys over the big hill because he "thought he could".

How Far Will A Rubber Band Stretch?
Mike Thaler
Age: 3+
Medium small colored pictures
Minimal reading
Story: Boy decides to see how far a rubber band will stretch and uses lots of forms of transportation while doing it.

I Like Trains
Age: 3+
Small black, white and brown pictures
Minimal reading
Story: Boy takes ride on train and explains everything.

Fortunately
Remy Charlip
Age: 4+
Medium size colored pictures
Minimal amount of reading
Story: A boy goes through a series of fortunate and unfortunate adventures to reach a surprise birthday party.

Boats and Ships From A to Z
Anne Alexander
Age: 4+
Small pictures - pastels
Lengthy amount of reading - tell and discuss, don't read
Story: Tells about all kinds of boats from all around the world.

All Aboard the Train
Ethel Kessler
Age: 3+
Medium size colored pictures
Minimal amount of reading
Story: Story of everything that happens on a train ride from start to finish.

If I Had A Ship
Ben Shecter
Age: 3+
Medium small colored pictures
Minimal reading
Story: A boy makes a ship out of a basket, then pretends by telling his mother all the things he will bring her.

The Giant Book of Things In Space
George Zaffo
Age: 3+
Large colored pictures
Minimal reading (long book)
Story: The countdown, flying into space, on the space station, trip to the moon, seeing other planets.

Mr. Grumpy's Outgoing
John Burningham
Age: 3+
Large colored pictures
Minimal reading
Story: Mr. Grumpy went out in his boat. Children and animals all ask for a ride - they all crowd in but in the end all fall out - then walk home for tea.

If I Flew A Plane
Miriam Young
Age: 4s
Medium small colored pictures
Moderate reading
Story: Boy imagined flying all different kinds of planes, trying to decide which he wants to fly when he grows up.

The Giant Nursery Book of Thing That Go
George Zaffo
Age: 3+
Large colored pictures
Minimal reading
Story: Large pictures with names of different kinds of: fire engines, trains, boats, trucks and airplanes.

Rain Rain Rivers

Uri Shulevitz

Age: 3s

Medium size green and blue pictures

Minimal reading

Story: Girl tells about the rain outside - the places it goes, the things it does.

Follow The Wind

Alvin Tresselt

Age: 3+

Medium size colored pictures

Lengthy reading (6-8 lines per page)

Story: Tells how the wind effects different things such as birds, boats, trees, kites, etc.

Gilberto And the Wind

Marie Hall Ets

Age: 3+

Medium size, brown, black and white pictures

Moderate amount of reading

Story: Gilbert shows all the things the wind does for him.

Susan and the Rain

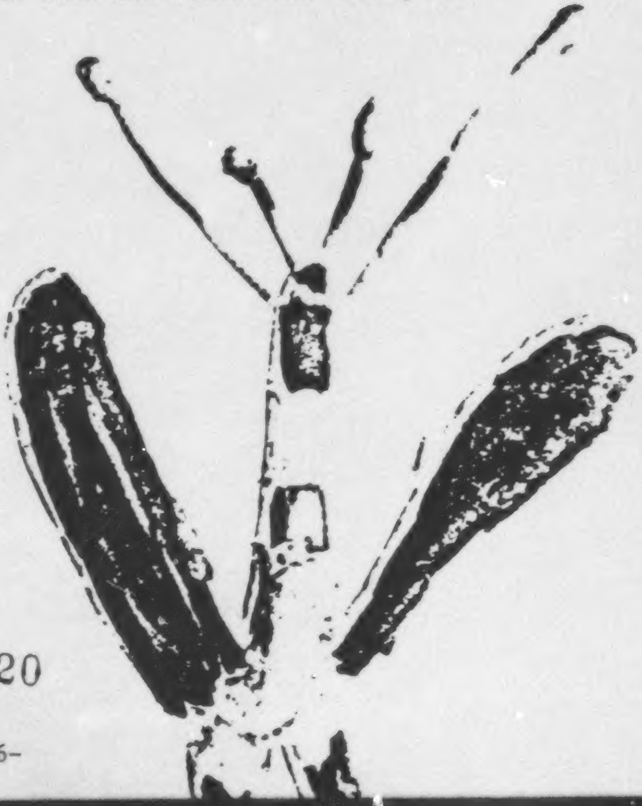
(Personal Library)

Age: 3+

Small colored pictures

Minimal reading

Story: Susan discovers why we need rain when she visits her Grandpa's farm.



RECOGNITION OF CHILD ABUSE

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THE DIAGNOSIS OF PHYSICAL ABUSE SHOULD BE CONSIDERED WHEN SOME OF THE FOLLOWING ARE PRESENT

WHEN THE PARENT

1. Shows evidence of loss of control, or fear of losing control.
2. Presents contradictory history.
3. Projects cause of injury onto a sibling or third party.
4. Has delayed unduly in bring child in for care.
5. Shows detachment.
6. Reveals inappropriate awareness of seriousness of situation (either overaction or underaction).
7. Continues to complain about irrelevant problems unrelated to the injury.
8. Personally is misusing drugs or alcohol.
9. Is disliked, for unknown reasons, by the physician.
10. Presents a history that cannot or does not explain the injury.
11. Gives specific "eye witness" history of abuse.
12. Gives a history of repeated injury.
13. Has no one to bail her (him) out when "up tight" with the child.
14. Is reluctant to give information.
15. Refuses consent for further diagnostic studies.
16. Hospital "shops".
17. Cannot be located.
18. Is psychotic or psychopathic.
19. Has been reared in a "motherless" atmosphere.
20. Has unrealistic expectation of the child.

WHEN THE CHILD:

1. Has an unexplained injury.
2. Shows evidence of dehydration and/or malnutrition without obvious cause.
3. Has been given inappropriate food, drink and/or drugs.
4. Shows evidence of overall poor care.
5. Is unusually fearful.
6. Shows evidence of repeated injury.
7. "Takes over" and begins to care for parent's needs.
8. Is seen as "different" or "bad" by the parents.
9. Is indeed different in physical or emotional makeup.
10. Is dressed inappropriately for degree or type of injury.
11. Shows evidence of sexual abuse.
12. Shows evidence of repeated skin injuries.
13. Shows evidence of repeated fractures.
14. Shows evidence of "characteristic" x-ray changes to long bones.
15. Has injuries that are not mentioned in history.

PROFILE OF NEGLECT

PARENTS

1. Exhibit behaviors of despair and defeat.
2. Do not have defined family role responsibilities.
3. Seem indifferent to the problems and behaviors of their children.
4. Neglect their own basic needs for food, shelter, medical care.
5. Neglect their children's basic needs for food, shelter, medical care.
6. Do not work, talk, and play with each other.
7. Live without the rewards of adult friendship networks.
8. Expend much time and energy meeting "crises".
9. Expend little energy planning for ordinary, recurring family needs.
10. Leave young children alone for long periods of time.

CHILDREN

1. Lack the security of limits.
2. As preschoolers, grow up strangers to local parks, playgrounds, zoos.
3. Endure. Do not blossom with play and laughter.
4. Go to school hungry and dirty. Are shunned by classmates because they "smell".
5. Have no consistent age-appropriate responsibilities.
6. Have no experience with the pull of a steady goal.
7. Come to substitute dreams for action, fantasy for reality.
8. Have little practice in friendship behaviors: approaches, sharing, goodbeyes.
9. Become truant. Sexually misbehave. Steal.

HOME

1. Embodies the despair of the parents in its filth and clutter.
2. Does not offer refuge of privacy to either adults or children.
3. Has frequent "emergencies".
4. Lacks the routine of commonly shared meals, chores, socializing.
5. Evokes gloom and apathy even in visitors.
6. Never bustles with preparations for joyous occasions.

WHAT IF YOUR CHILD TELLS YOU SHE OR HE HAS BEEN SEXUALLY MOLESTED?

Be aware that:

1. Children are usually molested by people they know - often a relative or friend of the family.
2. Children are usually not violently attached or hurt physically during a sexual assault.
3. Children very seldom lie about such a serious matter.
4. Not all children are able to tell parents directly that they have been molested. Changes in behavior, reluctance to be with a certain person or go to a certain place may be signals that something has happened.

What do do immediately:

1. Go with the child to a private place. Ask the child to tell you what happened in her/his own words, and listen carefully.
2. Tell her/him s/he did well to tell you, that you are very sorry this happened, and that you will protect her/him from further molestation.
3. If you suspect your child has an injury, contact your regular physician or Harborview Medical Center's Emergency Room immediately.
4. You may call the policy immediately and a uniformed officer will come to your home to take an initial report.
5. You may call the Sexual Assault Center, 223-3045/223-3010 (Emergency Room Social Worker) for advice and information about what to do. 632 - RAPE and Children's Protective Services, 464-7333, are also e available 24 hours a day.

Helping your child following the assault:

1. Continue to beieve your childand do not blame your child for what happened.
2. Consult with your physician or the Sexual Assault Center regardiong need for medical examination.
3. Instruct your child to tell you immediately if the offender attempts sexual molestation again or bothers her/him in any way.
4. Give your child reassurance and support that s/he is okay.
5. Respond to questions or feelings your child expresses about the molestation with a calm, matter-of-fact attitude but do not pressure your child to talk about it.
6. Respect privacy of child by not telling a lot of people or letting other people question her/him.
7. Try to follow regular routine around the home (expect usual chores, bedtimes, rules).
8. Inform brothers/sisters that something has happened to the child but that it is being taken care of - do not give details.
9. Take the time to talk it over privately with someone you trust - your spouse, a friend, a relative, a counselor; express your feelings. Do not discuss the situation in front of your child/children.

REPORTING CHILD ABUSE

WHO REPORTS OR CAUSES A REPORT TO BE MADE?

Any citizen may report a suspected instance of child abuse or neglect. Those required to report include:

PRACTITIONERS OF THE HEALING ARTS (PODIATRISTS, OPTOMETRISTS, CHIROPRACTORS, REGISTERED AND LICENSED NURSES, DENTISTS, SURGEONS, PHYSICIANS AND RELIGIOUS HEALING PRACTITIONERS)

PROFESSIONAL SCHOOL PERSONNEL

SOCIAL WORKERS

PHARMACISTS

PSYCHOLOGISTS

EMPLOYEES OF THE DEPARTMENT OF SOCIAL AND HEALTH SERVICES

WHAT TO REPORT

Instances of non-accidental injury, neglect, death, sexual abuse and cruelty to children by their parents, caretakers, guardians, and instances where a child is deprived of his right to conditions of minimal nature, health and safety.

DEFINITION OF "CHILD"

Any person under the age of 18 years and any developmentally disabled person, regardless of age.

HOW TO REPORT

TO WHOM - LAW ENFORCEMENT AGENCY (POLICE, SHERIFF) OR DEPARTMENT OF SOCIAL AND HEALTH SERVICES

WHEN - IMMEDIATELY BY PHONE (UNLESS REQUESTED IN WRITING)

INFORMATION NEEDED:

*NAME, ADDRESS, AGE OF CHILD
*NAME, ADDRESS OF PARENTS OR GUARDIAN, PERSON HAVING CUSTODY
*NATURE AND EXTENT OF CHILD'S INJURY, PHYSICAL NEGLECT AND/OR SEXUAL ABUSE
*EVIDENCE OF PREVIOUS INJURY (INCLUDING NATURE & EXTENT)
*OTHER INFORMATION THAT MAY BE HELPFUL IN ESTABLISHING THE CAUSE OF CHILD'S DEATH OR INJURIES AND IDENTITY OF PERPETRATORS

WHAT HAPPENS WHEN YOU REPORT - The local office of the Department of Social and Health Services according to law, must investigate all reports. Based on the findings of the investigation, the DSHS will decide what action to take to protect the child or developmentally disabled person. This action is typically rehabilitative; but if the child or developmentally disabled person continues to be endangered, or if a crime may have been committed, legal action through the court system may be necessary.

WHAT DO I DO WHEN I SEE AN ABUSED OR NEGLECTED CHILD?

"THE PHYSICAL, DEVELOPMENTAL AND SOCIOEMOTIONAL COSTS OF FAILING TO REPORT A CHILD WHO IS INTENTIALLY MALTREATED BY PARENTS AND/OR SURROGATE PARENTS ARE OF SUCH MAGNITUDE THAT FAILURE TO REPORT IS INTOLERABLE."

REPORT (GENERAL)

Reporting is the beginning of a process that can help parents protect their own children.

Reporting should be regarded as a request for an investigation to begin that will help parents protect their children.

A report is not an accusation nor a proven fact. It is the raising of a question.

State laws, specify policies, procedures, and regulations for reporting of HOW, WHEN and TO WHOM.

A large amount of money is not necessary for an effective child protection reporting system.

Parents have the right to be notified when a report of nonaccidental injury to their child is filed.

A report of suspected child abuse or neglect is just that - and the operative words are "report" and "suspected".

The child must be told what will happen.

REPORT (EDUCATION)

When local education agencies adopt guidelines for reporting, they should maintain liaison with the service agency mandated to handle child abuse cases.

School policy should reflect the procedure and guidelines of the mandated service agency.

Procedures vary, and mandated reporters must know what is required.

The reporting process moves more smoothly when the steps to be taken are specified and widely known.

Sending an injured child to school is often a cry for help by the parents.

An educator who reports is standing on firm legal ground backed by authorities.

Often it is necessary to involve the police in child abuse cases. The police can insure the safety of the child, as no other agency can.

Parents have the right to be notified when a school makes a report.

Parents are less hostile and resentful when they understand that the school has a legal responsibility to fulfill by reporting. The child must be told what will happen.

Educators can begin to solve the problem of child abuse by reporting.

LAW AND REPORTING

CHILD ABUSE IS AGAINST THE LAW

It is against the law to abuse any child. Child abuse is governed by state law. Every state has a law that requires certain persons or groups of persons to report suspected cases of child abuse. The legal definition of child abuse varies from state to state. Every state has at least one state agency to receive and investigate suspected cases of child abuse. That agency is usually called the Department of Protective Services, Social and Rehabilitation Services or the Bureau of Children and Family Services.

The purpose of requiring the reporting of suspected cases of child abuse is to identify the child in peril. Only after the danger has been identified can protective services be offered. Any person who suspects that a child has been abused should report his suspicions to the appropriate agency.

It should be noted here that in many states penalties for abusing animals are more severe than those for abusing children.

WHAT HAPPENS IF YOU REPORT A SUSPECTED CASE OF CHILD ABUSE?

Every state requires that an investigation be made once a report of suspected abuse has been received. The purpose of the investigation is to determine if the child is in immediate danger.

If the investigation shows that the child is in immediate danger, or has been abused, there must be an immediate determination of what services are needed and what services are available. The child may be removed immediately from the home by a court order. The identification is referred to as the development of a "treatment" plan. In the majority of cases, the treatment plan is determined and implemented in a voluntary basis by the family and the welfare agency.

If, however, the child's injuries are severe, there is a history of past abuse, and if the parents are uncooperative, the child abuse case may be referred to the juvenile court or a family court, or a district court within the juvenile jurisdiction. The purpose of the juvenile court is not to punish. It is to protect the child.

"WHILE WE CANNOT BE CERTAIN THAT THINGS WILL GET BETTER IF WE REPORT, WE CAN BE CERTAIN THAT THINGS WILL GET WORSE IF WE DO NOT REPORT."

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A famous book about the significance and importance of self image.

Mander, Anica Vele, and Rush, Anne Kent. FEMINISM AS THERAPY.
Declaring that feminism has been functioning as a healing mechanism for women, the authors discuss women's consciousness raising, and the use of the concepts of feminism as the philosophical base for a new

Klein, Carole. THE SINGLE PARENT EXPERIENCE.
A sympathetic and practical analysis written in enjoyable anecdotal way about life styles of single parents.

Kubler-Ross, Elisabeth. DEATH: THE FINAL STAGE OF GROWTH.
The author has assembled and integrated a collection of perspectives on death and dying for those who desire to learn to live more fully through better understanding of death's meaning.

Lair, Jess. I AIN'T MUCH BABY, BUT I'M ALL I GOT.
Book concentrating on accepting selves - discovering love, freedom, sexuality.

Lindbergh, Anne Morrow. GIFTS FROM THE SEA.
Essays by the author as she contemplates shells - gifts from the sea and life.

Lindbergh, Anne Morrow. HOUR OF GOLD, HOUR OF LEAD.
the second volume of Anne Lindbergh's Diaries and Letters, this covers the years of her early married life, from the golden times to the hour of lead - the tragedy of the kidnapping of charles lindbergh, Jr.

McBride, Angela. THE GROWTH AND DEVELOPMENT OF MOTHERS.
Honest feelings expressed about the positives and negatives of mothing and being a woman.

McCarthy, Abigail. PRIVATE FACES, PUBLIC PLACES.
This is the candid self-portrait of Abigail McCarthy, who was the wife of Senator Eugene McCarthy. It is her story of a perfect marriage that ultimately failed, and a close-up of a woman at the difficult emotional and spiritual crossroads of today.

McConnell, James V. UNDERSTANDING HUMAN BEHAVIOR.
Psychology text divided into seven parts, from the biological bases of behavior to social psychology.

Malmo, Robert B. ON EMOTIONS, NEEDS, AND OUR ARCHAIC BRAIN.
An introduction to neuro-psychology with clinical case studies and research reports. Chapters cover such subjects as emotion and muscle tension, tension headaches, and more.

Maltz, Maxell. PSYCHO-CYBERNETICS.
A famous book about the significance and importance of self image.

Mander, Anica Vele, and Rush, Anne Kent. FEMINISM AS THERAPY.
Declaring that feminism has been functioning as a healing mechanism for women, the authors discuss women's consciousness raising, and the use of the concepts of feminism as the philosophical base for a new psychological theory and practice.

Marrison, Judith M. FROM A WOMAN'S HEART.
Poetry by a woman on subjects important to women and to all.

Miller, Sherod; Nunally, Elam W.; and Hackman, David B. THE MINNESOTA COUPLES COMMUNICATION TRAINING PROGRAM: INSTRUCTOR'S MANUAL.
A manual to teach couples how to change their marital relationships by equipping them to become their own relationship problem-solvers.

Neumann, Erich. THE GREAT MOTHER: AN ANALYSIS OF THE ARCHETYPE.
Scholarly analysis of the primordia image of the Great Mother. Derives material from many cultures and periods, with illustrations.

O'Neill, Nina and George. OPEN MARRIAGE.
Faces the fact no one person can possibly be all things to another. Urges you to capitalize on uniqueness of each other.

O'Neill, Nina and George. SHIFTING GEARS.
Speaks frankly about crucial changes in your life - how to make those changes, and how to handle them.

Pearson, John. TO BE NOBODY ELSE.
Short book of photographs, with accompanying quotations, celebrating the individual and life.

Peter, Dr. Laurence J. THE PETER PRESCRIPTION: HOW TO MAKE THINGS GO RIGHT.
Dr. Peter presents techniques on how to be creative, confident, and competent.

Powell, John. WHY AM I AFRAID TO LOVE?
Easy to read book talking about fear to release and expose ourselves to others.

Powell, John. WHY AM I AFRAID TO TELL YOU WHO I AM.
Talks about rise in communication - "If I tell you who I am, you may not like who I am and that is all that I have." Also talks on dealing with emotions.

Prather, Hugh. I TOUCH THE EARTH, THE EARTH TOUCHES ME.
Short book of the author's explorations and insights into his life.

Prather, Hugh. NOTES TO MYSELF.
A book about living; feelings and experiences, behavior and relationships - full of insight.

Samples, Bob, and Wohlford, Bob. OPENING: A PRIMER FOR SELF-ACTUALIZATION:
A guidebook on how to achieve openness.

Savary, Louis M., S.J., compiler. LISTEN TO LOVE: REFLECTIONS ON THE SEASONS OF THE YEAR.
Photographs, poems and readings celebrating the seasons.

Schein, Edgar H. PROCESS CONSULTATION: ITS ROLE IN ORGANIZATION DEVELOPMENT.
Highlights some of the day-to-day activities of the consultant as he works with a client on an organizational development program. Deals with the process of consultation itself.

Shultz, Wm. JOY.
The title depicts the feeling of being alive as we understand more about ourselves and our bodies.

Smith, Manuel J. WHEN I SAY NO, A FEEL GUILTY.
Tells how to cope effectively, using the skills of Systematic Assertive Therapy with daily conflicts.

Tillich, Paul. THE COURAGE TO BE.
A renowned theologian writes about anxiety and the courage it takes for an individual to conquer it.

Underwager, Ralph C. I HURT INSIDE.
Christian pastor and practicing clinical psychologist helps you understand and overcome feelings of fear, frustration, and failure.

Woolf, Virginia. A ROOM OF ONE'S OWN.
Speaks for the intellectual and spiritual liberation of women with logic, wit, and knowledge.

Abidin, Richard R. PARENTING SKILLS WORKBOOK.
Designed for use with Parenting Skills Workshop sessions, this workbook aims to help parents make major gains in their parenting skills. Covers self-concept, competence and responsibility, building your relationshp with your child, discipline, managing your feelings, also references for parents.

Becker, Wesley C. PARENTS ARE TEACHERS: A CHILD MANAGEMENT PROGRAM.
Designed to help parents learn to be more effective teachers of their children. The program shows parents how to systematically use reinforcement and punishment to teach children in positive ways.

Beecher, Marguerite and Willard. PARENTS ON THE RUN.
This book deals with common sense factors that must come into practice if our children are to grow into responsible members of our society.

Brodsky, Ida M. THE WORLD'S NEWEST PROFESSION.
Guidelines for the "world's newest profession: that of parenting." Includes suggested readings and references, practical ideas on the teaching of parenting, approaches to sex, love and family meetings.

Dodson, Fitzhugh. HOW TO FATHER.
"Babies are born - fathers are made." A knowledgeable guide to help every father play his vital part in his child's development.

Dodson, Fitzhugh. HOW TO PARENT.
A wise psychologist's guide to the art of parenting. Includes section on selecting toys, records, books, play equipment for each age. Also a bibliography of further reading.

Dreikurs, Rudolf. THE CHALLENGE OF CHILD TRAINING: A PARENT'S GUIDE.
Dr. Dreikurs provides practical advice on specific training situtations - from weaning to classroom difficulties - plus an attitude of heart and mind toward children and child training.

Dreikurs, Rudolf. CHILDREN: THE CHALLENGE.
A foremost child psychiatrist offers ways for parents to meet the myriad situations and challenges they must face with their children.

Each situation is followed by its appropriate, tested solution, and the principles behind it.

Frost, Joe L., Editor. EARLY CHILDHOOD EDUCATION REDISCOVERED.
Readings concerning early childhood education, including the Montessori Method, Piaget and Head Start. Also covers cognitive development, self-image development, and literacy development in young children, as well as what should be taught in the preschool, and planning preschool facilities.

Ginott, Haim. BETWEEN PARENT AND CHILD.
Stresses communicating with words which let the child have a positive self-image. Contains examples of word for word parent-child discussions of problems.

Ginott, Haim. BETWEEN PARENT AND TEENAGER.
Addressing the problems and needs of teenagers, Dr. Ginott offers a method of communication designed to establish a relationship of mutual responsibility, love and respect.

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Gordon, Ira J. PARENT INVOLVEMENT IN COMPENSATORY EDUCATION.
This book deals with public school education and the need for modifying it to the needs of the home. The author has identified some selected program approaches, and has highlighted what needs to be done.

Gordon, Thomas. P.E.T. PARENT EFFECTIVENESS TRAINING.
Dr. Gordon discusses his method designed to bring parents and their children together and to show parents how to help their children become mature, healthy, happy, and loving.

Hebeisen, Ardyth. PEER PROGRAM FOR YOUTH.
Hebeisen describes her PEER program for youth groups which is designed to help its participants build a better self-image, build a better understanding of others and learn effective communication skills.

IMPLEMENTING CHILD DEVELOPMENT PROGRAMS
A report of an August, 1974 symposium of the Education Commission of the States. Presents the issues in implementing state child development programs.

James, Muriel. TRANSACTIONAL ANALYSIS FOR MOMS AND DADS.
A human relations and communication consultant, Muriel James tells "What to do with them now that you've got them?" Fun, and thought-provoking.

Kaye, Evelyn. THE FAMILY GUIDE TO CHILDREN'S TELEVISION: WHAT TO WATCH, WHAT TO MISS, WHAT TO CHANGE AND HOW TO DO IT.
Focuses on the need of parents for information about the television that their children may see. Includes guidelines for citizen action.

Kelly, Marguerite, and Parsons, Elia. THE MOTHER'S ALMANAC.
Practical book written by two mothers on the realities of family life, and the enrichment and creativity you can provide for your child. "Everything from discipline and independence to cooking, crafts and other adventures."

Keyserling, Mary Dublin. WINDOWS ON DAY CARE.
A report on the findings of members of the National Council of Jewish Women on day care needs and services in their communities. Also includes recommendations prepared by the Council members.

Konopka, Gisela. YOUNG GIRLS, A PORTRAIT OF ADOLESCENCE.
This is a study of adolescent girls ages 12 through 18, in our time in the United States. The author asked hundreds of girls from many

backgrounds how they felt about marriage, education, sexuality, drugs and other vital matters. The result is revealing interviews of young women of today.

McCarthy, Jan and May, Charles R., editors. PROVIDING THE BEST FOR YOUNG CHILDREN.
A volume of articles of helpful advice and suggestions as well as information valuale to early childhood education personnel.

McFadden, Dennis A., editor. EARLY CHILDHOOD DEVELOPMENT PROGRAMS AND SERVICES: PLANNING FOR ACTION.
This is a helpful source of information for all those concerned with meeting the needs of young children. The major thrust is toward planning programs and services for infants and young children outside the child's home.

Markum, Patricia Maloney, editor. PARENTING.
Short book of arrticles on parenting from many perspectives: changing family roles, parenting in other communities and nations, high school programs for future parents, and more.

May, Rollo. POWER AND INNOCENCE: A SEARCH FOR THE SOURCES OF VIOLENCE.
By stressing the positive, creative aspects of power and innocence, Dr. May offers solutions to such problems of contemporary society as drug addiction, race riots, police brutality, youth and campus revolts.

Neill, A.S. SUMMERHILL, A RADICAL APPROACH TO CHILD REARING.
An account of A.S. Neill's educational beliefs in action - that children should not be educated to fit well into the existing order, but that one should endeavor to rear children who will become happy human beings, men and women whose values are not to have much, not to use much, but to be much.

Patterson, Gerald R., and Gullion, M. Elizabeth. LIVING WITH CHILDREN.
The authors discuss new methods of dealing with children for parents and teachers. Section One, how parents and children learn. Section Two, changing undesirable behavior.

Ryan, Sally, editor. A REPORT ON LONGITUDINAL EVALUATIONS OF PRESCHOOL PROGRAMS, VOLUME I.
Covers the impact of such preschool intervention programs as Head Start early education of disadvantaged children, enrichment programs, and others, with an overview by the editors.

Satir, Virginia. PEOPLEMAKING.
An expert in family therapy, Virginia Satir, tells how to be a more nurturing parent, how to improve your self-worth, communication, and your entire family process. Throughout the book are experiments in communication which the reader can try out on his or her own family.

Sharp, Evelyn. THINKING IS CHILD'S PLAY.
A guide to learning and teaching games for preschoolers, built on the work of Piaget. Part One provides a survey of current research about children's thinking, and Part Two uses this research to suggest a large number of games that may be played with children.

Shoemaker, Louise Proehl. PARENT AND FAMILY LIFE EDUCATION FOR LOW INCOME FAMILIES.
Helpful guide for all professional personnel working with low income families, compiled by a meeting of practitioners actively engaged in parent and family life education with low income groups.

Simon, Sidney. I AM L:OVEABLE AND CAPABLE. (Pamphlet)
Allegorical story of 14 year old Randy whose self-image is ripped away by the put downs of others. The IALAC story is used to get across the point that people need to understand and care about one another.

KING COUNTY COMMUNITY RESOURCES

KING COUNTY COMMUNITY RESOURCES

April 1981

CRISIS SERVICES AND HOTLINES

Alcohol Help Line	24 Hour:	722-3700
Child Protective Services 24 hour.	Toll Free:	1-800-562-5624 455-7143
Crisis Clinic 24 hour; will accept collect calls from King County.		447-3222
Division of Vocational Rehabilitation (DSHS) 24 hour; handicapped.	Toll Free:	1-800-562-5680
Domestic Violence Hotline (DSHS) 24 hour.	Toll Free:	1-800-562-6025
Epilepsy Hotline	Toll Free:	1-800-542-7054
Food Stamp Information (DSHS)	Toll Free:	1-800-562-6186
Harborview Emergency		223-3074
King County Housing Hotline		344-7640
From North Bend, Snoqualmie, Preston, Fall City, Carnation.		888-3700
Parent Phoneline		325-0991
Parent Place Panic Line		364-7274
Patient Abuse (DSHS) Alternate care facilities.	Toll Free:	1-800-562-6078
Poison Information Center 24 hour; Children's Orthopedic Hospital		634-5252
Pregnancy Aid	Toll Free:	1-800-562-1383
Rape Relief		
Renton		226-RAPE
UW-YWCA 24 hour.		632-RAPE
Red Cross 2515 South Holgate, Seattle		323-2345

CRISIS SERVICES AND HOTLINES (con't.)

Senior Hotline	Toll Free:	1-800-562-6028
Traveler's Aid Society 909 - 4th Avenue, Seattle		447-3888

INFORMATION AND REFERRAL SERVICES

AID (Easter Seal Program) Specialized services to the disabled.		284-5700 284-5706
Asian Counseling and Referral Service		447-3606
Asian Resettlement Center 15749 NE 4th St., Bellevue Contact: Esther Hou		643-3558 643-3559
Community Information Line Comprehensive information and referral for social and health services in King County.		447-3200
Council for the Prevention of Child Abuse & Neglect		343-2590
Day Care Referral Center Listing of licensed day care facilities.		771-4110
Food Stamp Information (DSHS)	Toll Free:	1-800-562-6186
King County Association for Retarded Citizens 2230 - 8th, Seattle		622-9292
Region X Child Abuse & Neglect Center		624-1062
Senior Services and Centers		285-3110
United Way Information and Referral		447-3200

ALCOHOLISM AND DRUG ABUSE SERVICES

Alcoholics Anonymous 1402 -- 11th Avenue, Seattle Hours: 10 a.m. - 5 p.m., Mon.-Fri. 10 a.m. - 12 p.m., Sat. Self help group for alcoholics.	24 Hour:	323-3606

ALCOHOLISM AND DRUG ABUSE SERVICES (con't.)

AL-ANON Information Services (See CHILDREN & YOUTH SERVICES)

Alcoholism Hotline 24 Hour: 722-3700

Choice 232-4330
2448 - 76th Southeast, Mercer Island
Hours: 8:30 a.m. - 4:30 p.m., Mon.-Fri.
And by appointment.
Counseling services and self help groups for persons dealing with alcohol problems.

Eastside Community Alcohol Center 454-1505
1111 - 110th N.E., Bldg. 400 & 600 (Ashwood School)
Bellevue. Hours: 9 a.m. - 5 p.m., Mon.-Fri.
Counseling services and self help groups for persons dealing with alcohol problems.

Youth Eastside Services
Bellevue YES
257 - 100th NE, Bellevue 454-5502
Lake Washington YES
12653 NE 85th St., Kirkland 827-5608
Counseling and flying squad available to youth involved with drugs; education services; family services; drop-in center; information and referral.

BATTERED WOMEN SERVICES

Abused Women's Network 523-2187
Women's Institute of the Northwest
4747 - 12th NE, Seattle
Advocacy; non-resident counseling.

Evergreen Legal Services 464-5911
618 - 2nd Ave., Seattle
Legal advocacy

Family Services of King County 447-3871
Family Violence Project
11101 NE 8th, Bellevue

King County Office of Public Defense 344-3462

King County Rape Relief
Renton 226-RAPE
UW-YWCA 632-RAPE

BATTERED WORMEN SERVICES (con't.)

Metrocenter YMCA		447-4551
909 - 4th Avenue, Seattle		
Sexual Assault Center		223-3047
Harborview Hospital	After Hours:	223-3074
325 - 9th Avenue, Seattle		
Shelters:		
New Beginnings Shelter		522-9472
Catherine Booth House (Salvation Army)		281-4646
Sprague Magnuson Counseling		392-4740
Support groups for battered women. In Issaquah, Thursday, 11 a.m. - 1 p.m. (beginning May, 1981).		
Women's Resource Center - YWCA		447-4882

CHILDREN AND YOUTH SERVICE

AL-ANON Information Service		625-0000
Support for family members of problem drinkers.	24 Hour:	932-3577
Big Brothers of Seattle/King County		
1701 - 17th Avenue, Seattle		447-3630
Eastside location c/o YES		454-5502
Matching volunteer men to befriend a fatherless boy.		
Big Sisters, Puget Sound		447-3636
324 - 15th Avenue East, Seattle		
Volunteer women are matched with girls who need friendly, supportive relationships.		
Crossroads Child Care Program		747-0821
15749 NE 4th, Bellevue, 98008		
Contact: Jean Nelson		
Day Care Referral Center		721-4110
Listing of licensed day care facilities.		
Harborview Sexual Assault Center		223-3047

CHILDREN AND YOUTH SERVICES (con't.)

Head Start Program	
Seattle (Referrals)	344-7666
Bellevue Community College, A-157	641-2366
Issaquah, May Valley Elementary School	641-2366
Kirkland, Rose Hill Elementary School	828-3280
Lower Snoqualmie, Carnation	641-2366
Preschool program for four year olds of low income families.	

King County Job Lines	
Bellevue	454-5504
Kirkland	827-5525
Mercer Island	232-8822
Northshore	485-6521

King County Youth Work Training Program	In School:	344-2520
Smith Tower, Seattle	Out of School:	344-3406

Mercer island Youth Services (See COUNSELING SERVICES)

Northlake Youth Services (Inc. Spot) (See COUNSELING SERVICES)

Youth Eastside Services (See COUNSELING SERVICES)

CONSUMER SERVICES

Consumer Credit Counseling 2316 - 6th Avenue, Seattle	682-3290
Consumer Line Taped messages on consumer related topics.	464-6811
Consumer Protection 1366 Dexter Horton Bldg., Seattle	464-6684

COUNSELING SERVICES

Bellevue Community Services 400 - 108th NE, Bellevue	454-0616
Burden Bearers Christian non-denominational; no fee	367-4600

COUNSELING SERVICES (con't.)

Catholic Children's Services 746-4220
Eastside location: St. Louise Parish Center
141 - 156th Ave. SE
Bellevue

Center for Prevention of Domestic and Sexual Violence 725-1903
Referrals for ministerial counseling.

Children's Home Society 524-6020
854-0700

Eastside Community Mental Health Center 455-HELP
1609 - 116th NE, Bellevue (Campus Complex)
From Bothell: 827-9100
Provides family, individual and outpatient services. Fees on ability to pay. Outreach stations also available in different locations on the Eastside.

Family Services of King County 447-3871
11101 NE 8th, Suite 201, Bellevue
Individual and family counseling; men's battering group; incest victims group; domestic violence program; family life education; classes and workshops. Sliding scale fees.

Harborview Sexual Assault Center 223-3047

Mercer Island Youth Services 232-8822
232-8824
232-8828
8117 SE 26th, Mercer Island
Hours: 9 a.m. - 5 p.m., Mon.-Fri.
Family and youth counseling.

Northlake Youth Services (Inc. Spot) 24 Hour: 485-6541
17516 Bothell Way NE, Bothell
Hours: 9 a.m. - 5 p.m., Mon.-Fri.
7 p.m. - 11 p.m., Mon. & Tues.
Family and youth counseling.

Northwest Counseling Resources 827-5641
5612 Lake Washington Blvd. NE, Kirkland
Christian non-denominational; offers counseling in physical, mental and spiritual problems; sliding fee scale, medical coupons.

COUNSELING SERVICES (con't.)

Puget Counseling Center	329-5050
North Bend:	523-2303
Redmond Counseling	885-1480
12025 Willows Road, Redmond	or 623-9898
Hours: 9 a.m. - 9 p.m., Mon.-Sat.	
Ryther Child Center	525-5050
Seattle Children's Home	283-3300
Youth Eastside Services	
Bellevue YES, 257 - 100th NE, Bellevue	454-5502
Lake Washington YES, 12653 NE 85th, Kirkland	827-5608
Drop-in center for youth offering family and youth counseling services.	

EMPLOYMENT

Church Employment Project of the Church Council of Greater Seattle	
Central Area	323-1021
Southeast	725-7266
Helps the hard-core unemployed find jobs; will take Eastside referrals.	
Employment Security (State)	455-7210
149 Waverly Way, Kirkland	
Interaction	784-7744
Job Line (King County) (See CHILDREN AND YOUTH SERVICES)	
Job Service Center/Employment Security (State)	455-7113
13133 NE Bellevue-Redmond Rd., Bellevue	
Lake Washington Voc-Tech Institute	828-3311
149 Waverly Way, Kirkland	
Northshore School District	
Northeast King County Multi Service Center (See MULTI SERVICE CENTERS)	
Senior Community Service Employment Program (See SENIOR SERVICES)	

FAMILY PLANNING SERVICES

Abortion/Birth Control Referral Service (YWCA) 634-3460
4224 University Way NE, Seattle
After 5:30 p.m., weekends, contact Diana 285-6920
Provides birth control counseling; pregnancy test information; abortion methods; explanation of medical fees; referrals.

East District Public Health Department 885-1278
2424 - 156th NE, Bellevue or 747-1760
Family planning clinic by appointment. Carnation: 333-4272
Off-site Senior Adult Screening Clinics in Bellevue, Carnation, Fall City, Issaquah, Kirkland, North Bend, Redmond and Snoqualmie.
Off-site Child Health Clinics in Carnation, Duvall, North Bend and Snoqualmie.

Planned Parenthood East 747-1050
1420 - 156th NE, Bellevue
Hours: 8:30 a.m. - 9:00 p.m., Mon. & Thurs.
8:30 a.m. - 5:00 p.m., Tues., Wed., Fri.
Clinic services for low-income women of childbearing age.
Sex Information Line 447-2380
Kenmore Office, 6524 NE 181st, Kenmore Village 485-9743

Pregnancy Aid 24 Hours: 325-0337
229 Broadway East, Seattle
Hours: 2 - 5 p.m., Mon., Wed, Fri., or by appt.
Support Services, information and referral for pregnant, low-income women.

HANDICAPPED

Merrywood School 454-6138
1111 - 110th NE, Bellevue
Early intervention developmental center for children birth to three years old who are developmentally disabled.

King County Association for Retarded Citizens 622-9292
2230 - 8th Ave., Seattle, 98121
Extender information and referral, community living, training, protective services for adults, legal services, adult socialization and recreation, public education and advocacy.

HANDICAPPED (con't.)

Sno-Valley Developmental Center P.O. Box 300, Snoqualmie, WA 98065 Services to the developmentally disabled residents of the Sno-Valley. Preschool programs for ages 0-3; adult programs; occupational and speech therapy, learning and social skills, living and work skills.	888-2777
Fircrest School	364-0300
King County Parks and Recreation Special Services Bellevue School District Special Education 310 - 102nd Avenue NE, Bellevue, WA 98004	455-6070
"Little Bit" Special Rider Program, Inc. 19802 NE 148th, Woodinville, WA 98072 Therapeutic and recretational horseback riding to handicallped persons of all ages and disabilities.	788-3877
Wiser Institute 16045 - 25th NE, Seattle, WA 98155 Vocational evaluation and training unit for mentall, physically and educationally disabled adolescents and adults. Self help training.	364-5545
National Multiple Sclerosis Society Puget Sound Chapter 309 - 8th Ave. No., Seattle, WA 98109	624-3025
Eastern Seal Society for Crippled Children and Adults 521 - 2nd Ave. West, Seattle, WA 98119	284-5700 284-5706
Disabled Student Services	641-0111
Dental Education for Care of the Disabled University of Washington School of Denistry Health Sciences Center, M/S SB-22 Seattle, WA 98195	543-4629
Seattle Hearing and Speech Center, Inc. 1620 - 18th Ave., Seattle, WA 98122 Complete evaluation and remediation of speech, language, and hearing disorders.	323-5770

HANDICAPPED (con't.)

Childrens Orthopedic Hospital and Medical Center 4800 Sandpoint Way NE, Seattle, WA 98105	634-5000
Washington Regional Library for the Blind and Physically Handicapped 811 Harrison St., Seattle, WA 98129	464-6930
Washington State Commission for the Blind 3411 South Alaska St., P.O. Box 8379	1-800-552-7103 721-4422
Community Services for the Blind 1530 Queen Anne Ave. No., Seattle, 98109	285-0900
Childrens Institute for Learning Differences (CHILD)	827-2789
United Way Community Information Line	447-3200
American Red Cross Information Line	323-2345
United Way Information Referral Service	323-2100

INDIVIDUAL DEVELOPMENT

Eastside Literacy Council Contact: Marilyn Riebe Tutors in reading to aid illiterate and foreign-born persons.	822-5118 Home: 747-9607
Human Development Center, Bellevue Community College 3000 Landerholm Circle SE, Room D104 Educational planning and advising, career plannning, personal counseling, individual testing, informal groups and workshops, peer counseling, training and supervision.	641-2213

IN-HOME CARE SERVICES

Community Home Health Care 200 W. Thomas, Seattle Medicare and Medicaid accepted. Eastside office: 16625 Redmond Way, Redmond	Main Office: 322-0930 Intake & Referral: 322-1758 Office: 881-1263
Home Health Services of Puget Sound 4649 Sunnyside Ave. N., Seattle	524-7145 Toll Free: 1-800-562-6969

IN-HOME CARE SERVICES (con't.)

Visiting Nurse Service	282-9800
557 Roy Street, Seattle	282-2181
11101 NE 8th St., Bldg. 111, Bellevue	
Medicare and Medicaid accepted.	

LEGAL ASSISTANCE

Lawyer Referral Service	623-2551
Seattle/King County Bar Association	
Legal Service Centers	
Hours: 9 a.m. - 5 p.m., appointments only.	
Pioneer Square, 618 - 2nd Ave., Seattle	464-5911
South Seattle, 5511 Rainier Ave. So., Seattle	464-5941
Landlord/Tenant problems only.	
Northwest Women's Law Center	632-8468

MEDICAL SERVICES

Early and Periodic Screening, Diagnosis and Treatment (DSHS)	455-7098
East District Public Health Department	885-1278
2424 - 156th Ave. NE, Bellevue	747-1760
Hours: 8 a.m. - 4 p.m., Mond. - Fri.	
Child health and adult screening clinics; immunizations; mother's groups; special food program for pregnant women and women with infants or small children (WIC); venereal disease and family planning clinics; Public Health Nurse home visits.	
Northwest Hospital Speech & Hearing Center	364-0500
1530 N. 115th, Seattle	X 561
Hours: 8:30 a.m. - 5 p.m., Mon. - Fri.	
Optometric Center of Seattle	325-1100
1431 - 10th Ave., Seattle	
Serves Seattle/King County; eye exams, eyeglasses. Sliding fee scale.	
Regional Medical Unit (DSHS)	721-4210

MEDICAL SERVICES (con't.)

Seattle Speech and Hearing Center 323-5770
1620 - 18th Ave., Seattle
Hours: 8:30 a.m. - 5 p.m., Mon. - Fri.
Free walk-in clinics; evaluation of any suspected speech problem, Mon. 1-3:30 p.m.; hearing problem, Mon. 1-5 p.m.

Valley Community Clinic 226-5536
110 Williams S., Renton
Hours: 8 a.m. - 4 p.m., Mon. - Fri. (by appt. only). Low cost health clinic; referral to doctors and dentists for low income persons; screen by phone; women's clinic.

MULTI SERVICE CENTERS

Asian Resettlement Center
15749 NE 4th St., Bellevue 643-3558
643-3559
Multi-service for refugees: translation, orientation, workshops, activity center, food, clothing and household items, family planning, job-finding, how-to's.

Northeast King County Multi Service Center 827-7984
18220 - 96th Ave. NE, Bothell 485-6521
Hours: 8:30 a.m. - 4:30 p.m., Mon. - Fri.

Sno Valley Multi Age Center
Carnation
Hours: 9 a.m. - 5 p.m., Mon. - Fri.

Clinic & Admin: 333-4272
Sr. Outreach: 333-4282
Sr. Programs: 333-4152
Youth Programs: 333-4162

PARENTING CLASSES

Bellevue Community College 641-2366
Home and Community Education

Bellevue School District Off-Campus School 455-6183
Secondary-age residents of Bellevue.

Creative Parenting 827-2612
11720 NE 30th Pl., Bellevue 722-0176
Parent group discussions with a Pediatric Nurse Practitioner; focuses on normal families with everyday concerns. Moderate fees.

PARENTING CLASSES (con't.)

Family Services of King County 447-3871
11101 NE 8th, Suite 201, Bellevue

Harborview Hospital 223-3367
Contact: Holly Wellington

Lake Washington Vocational Technical Institute 828-3311
149 Waverly Way, Kirkland, 98033

Parent Place 364-9933
1608 NE 150th St., Seattle
Fee negotiable.

Renton Voc-Tech 235-2352

SELF HELF GROUPS

Divorce Lifeline 624-2959
1013 - 8th Ave., Seattle
Hours: 8 a.m. - 5 p.m., Mon. - Fri.
Phone line to offer emotional support to divorced persons. Groups available in evenings (in Bellevue, Thurs., 7:30 - 9:30 p.m.). Day groups in Seattle. Individual and children's counseling. Sliding fee scale.
Eastside: Grace Lutheran Church
9625 NE 8th, Bellevue Church Office: 454-7321

Parents Anonymous Toll Free: 1-800-421-0353
First Congregational Church
752 - 108th NE, Bellevue
Meets Thurs. 10-12
Contact: Karen 941-5068, 454-7321
Connie 631-5731

Northlake Youth Services
17516 Bothell Way NE, Bothell
Meets Wed. 7 - 9 p.m.
Contact: Teresa 486-6267
Paul 485-6541
Linda 485-0059

SELF HELP GROUPS (con't.)

Parents Without Partners 454-9997
1200 - 112th NE, Bellevue
Single parents; self-help group for divorced parents; group therapy; social activities and discussion groups.

Solo Center 522-7656
6514 - 35th Ave. NE, Seattle
Workshops; classes, rap sessions; special events for the single adult; counseling (divorce and personal); social drop-in center.

Teenage Parent Program 828-3412
Lake Washington Voc-Tech
17230 NE 95th, Redmond, 98052
Contact: Carolyn Freidli

Victims of Incest Concerned Efforts (VOICE)
National, non-profit; working to rpevent incest and provide rehabilitation and support for victims.
Contact: Katy Alexander
P. O. Box 615
Bellevue, WA 98004

Women's Center, Bellevue Community College (See WOMEN'S SERVICES)

WOMEN'S SERVICES

Divorce Co-op Answering Service: 527-1006

Lesbian Resource Center 632-9631
Housing, lending library, workshops, etc.
Contact: Chris Melroe

Northwest's Women's Law Center 632-8468

UW YWCA Resource Center 632-4747
Information and referral; adult education;
abortion, birth control referral; Abortion Referral: 634-3460
employment (Beth Gendler)

WOMEN'S SERVICES (con't.)

Women's Center, Bellevue Community College 641-2279
3000 Landerholm Circle SE, Bellevue
Hours: 9 a.m. - 3 p.m., Mon. - Fri.
6 p.m. - 9 p.m., Tues. & Wed.
College and community information and referral; vocational advising; peer counseling; discussion groups; workshops; Displaced Homemaker Program.

FINANCIAL MANAGEMENT

The most comprehensive and useable resource on financial management of a day care center that is currently available is Managing the Day Care Dollars, A Financial Handbook, Gwen C. Morgan, Steam Press, Cambridge, Massachusetts, distributed by Gryphon House, Inc., 3706 Otis Street, P. O. Box 275, Mt. Rainier, Maryland 20322, copyright 1982, ISBN 0-942820-02-9.

Another concise resource is Nursery School and Day Care Center Management Guide, Clare Cherry, copyright 1978, Ferron-Pitman Publishers, 6 Davis Drive, Belmont, California 94002.

Both of these resources should be covered thoroughly in class and purchased as resources for anyone planning to operate their own Day Care Center.